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Research paper

Moral Work, Teaching Profession and Character Education in Forming Students' Characters

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Abstract

The purpose of this study was to determine the problems that occur in State Senior High School 9 Manado, where the way the teacher works has not shown maximum performance caused by a lack of awareness and discipline in carrying out duties as a professional teacher. Similarly, about the weakness in capturing students in the learning process. Objective research is to determine whether there are influence morale, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado. The samples used were 45 and data analysis techniques by using Karl Pearson correlation product moment. Results of research on the relationship variables X and Y are the relationship working moral Influence, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado classified as a solid relationship. To determine the magnitude of the power of determination is working right relationship influence, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result is 95%, and the remaining 5% is influenced by other factors not examined by the author. To test the significance of the formula t count by the rule of testing: the result is 8.834, and the equation t table is 1.671. t count > t table or 8.834> 1.671. In conclusion morale effect relationship, the teaching profession and character education n in shaping the character of the students at State Senior High School 9 Manado results are significant.

Keywords: *Moral Work, The Teaching Profession, Character Education*.

1. Introduction

Education is an essential and most favoured factor in shaping extraordinary human character. Based on this belief, everyone is motivated to prepare themselves to face today's global challenges (1). The development of the learning process is the goal of national education which serves to guide society towards a just and prosperous society. In the development of education, all problems today are a significant challenge in improving teacher morale and profession in order to improve the quality of education and shape the character of students. Megawangi stated that based on Socrates' philosophy, the most fundamental purpose of education is to transform a person to become good. An educated man should be a wise person, who can make use of his knowledge for good deeds, and finally lead a civil life in all aspects of family, neighbourhood, society, and country settings. Therefore, a successful education system is the one that could equip its members with good characters highly needed in establishing a respected nation-state(2). The national character is not an object of the outside world; it exists only in the human mind. No wonder that this concept arouses some doubts and arguments about its existence (3). Thus the character formation of students is often positively or negatively. Therefore the negative need to be tackled together by parents, governments, and communities to shape the character of good students. Character education is principally the education of values that involves aspects of knowledge (cognitive), feeling, and actions (2). Character education limited to good knowledge is not adequate. It needs to proceed to moral feeling, which includes: conscience, confidence, empathy, kindness, self-control, and humility. It further goes to the most important stage, which is a moral action. It is critical because at this stage the driving motives of a person for good behaviours can be seen from his competence, desire, and habit performances. The construction of the three intertwined moral components is the requirement of the character education implementation in developing the students' moral intelligence (2). The problems that occurred in State Senior High School 9 Manado that the way teachers work has not shown that the maximum performance due to lack of awareness and discipline in the execution of duties as a professional teacher. Similarly, they found the study of students at State Senior High School 9 Manado low level of absorbency. Therefore it is a necessary motivation for teachers who are less eager to have a creative attitude in carrying out the duties carried in order to establish the character of the students.

Thus, character education can be integrated into the learning in each subject. Learning materials related to norms or values on each subject needs to be developed, within the context of everyday life. Thus, learning the values of character not only on the cognitive level but touched on the internalisation and practice in the life of students every day in the family and society. Character formation of students is not solely will be the task of a teacher at the school but also within the family and society. Each student can spend the time to move not only in school but can also be implemented in the home and the community. Therefore formal education in schools, where the teacher as a person who has a significant role in shaping the character of students. Teachers who implement teaching programs should be competent both in their

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fields and in character education in order to educate a qualified generation. Teacher model of the past mostly engaged in transferring knowledge is replaced by the teacher model that is a student and learning centred and aware of all students in the classroom and engaged in preparing learning experiences suitable for development and individual differences of all students (4). Through the character, values are courage, honesty, respect for others, and discipline. Thus, each student will be able to increase the degree of character and dignity of the nation. Furthermore, character education in schools is related to the management or the management of the school. Management question is how character education is planned, implemented and controlled in educational activities in schools optimally. Management include, among others, the values need to be instilled, curriculum, teaching, assessment, teachers and education personnel, and other related components.

Thus, the school management is one of the active media in character education in school. The character education aims to improve the quality of the implementation and results of school education that leads to the achievement of the formation of character and noble character of learners as a whole, integrated, and balanced, appropriate competency standards. Through character education, learner students are expected to be able to independently increase and using the knowledge, study and internalise and personalise the values of character and noble character so manifest in everyday behaviour. Informing the character cannot be by merely giving advice, orders, or instructions, but be exemplary models, patience, habituation, and repetition. Therefore every teacher should have a professional to increase knowledge, skills and attitude skills value according to the times. In line with this Lengrand (5) said that: "people who do not follow the current developments, it is his fate be left behind and do not worry about that this rule applies only to the scholar technology high level." Thus every teacher as an educator implements character education in order to carry out the duties and functions and responsibilities well. Character education competencies of teachers are essential for the achievement of educational objectives in addition to their field knowledge, general knowledge and pedagogical knowledge (4). So it is clear that in order to improve the quality of education, the teacher is one of the components that determine the system of education and learning activities teaching through characters can shape the character of students. Based on the underlying thoughts that have been described above, the authors chose the title of this study as follows: Effect of Moral work, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado.

2. Literatures Review

2.1 Moral Work

The primary task of the teacher is to educate and teach children. In carrying out this task, a teacher dealing with a variety of things such as curriculum, teaching methods, learning tools, school supplies, finance, students, parents, fellow teachers, principals, supervisors, professional organisations education, other community leaders where the teacher works. The moral of a person's emotional and mental reactions to his work. Therefore, it can be interpreted as an act of moral activities a teacher in job duties did well when he had the spirit and high morale that done effectively, efficiently and productivity. Thus every action that faced with a task of the job is always something to do with the morale factor; This is nothing to do with work skills morale factor will be able to determine the efficiency, effectiveness, and productivity of a job (6).

2.2 Profession Teacher

According to Tanrikulu (4), There is a directly proportional relationship between self-competence and achievement. Therefore, teachers should have high levels of self. Teachers with high levels of competence have the following characteristics: They provide more effort to teach, they have more willing and passionate about teaching they take necessary educational decisions faster and more explicitly. They are more successful in implementing educational programs and less stressed compared to other teachers they are more inclined to use new ideas and teaching methods; they are less critical of student errors. In connection with academic staff, competence showed acts that are rational and meet specific specifications in the implementation of the tasks of education. According to Consortium director general of the critical Ministry of Education and Culture, the term competency is used in two contexts, namely: (I) As an (indicator) showing the ability to act could be observed, (II). As a concept which includes aspects of cognitive, affective and acts as well as the stages of implementation as a whole.

Increased professional competencies required for education personnel can be viewed from two aspects, namely: (I). Profile of competence refers to the various aspects of an individual's competence education professionals. (II). The spectrum of competence pointed qualitative and quantitative variation.

The device competencies possessed by corps personnel required to operate the education and development of the education system. Furthermore, it is said that on the professional competence of teachers as a basic competence profile of teachers, then in the system of education personnel changes clarified the ten capabilities, namely:

1. The ability to master the material
2. The ability to program managers learning
3. The ability to manage class
4. The ability of the media/sources
5. The ability to master the foundations of an education
6. The ability to manage teaching and learning interactions
7. The ability to assess student achievement for teacher education
8. Regarding the functions and program guidance and counselling services
9. The ability of the school administration and organise
10. The ability to understand the principles and interprets the results of educational research in order to expand the teaching.

As a result of the educational background of the teacher educators last time, the quality of adult education personnel is responsible for the implementation of national education can vary and need a personality that teachers are better able to work tasks profession.

2.3 Character Education

The character is a way of thinking and behaving that characterizes each to live and cooperate, both within the scope of family, society, nation, and state. Individuals with good character are individuals who can make decisions and are prepared to account for any consequences of the decisions he makes (7). The character is considered as part of the psycho-social element which is related to the context surrounding (1). Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care genuinely about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within (7). The character is not the accumulation of separate habits and ideas. The character is an aspect of the personality. Beliefs, feelings, and action are linked; to change character is to reorganize the personality. Tiny lessons on principles of right conduct will not be useful if they cannot be integrated with the person's system of beliefs about himself, about others, and about the wonderful community(1).

Character education is an education for "building up" the personality of a person through manners education whose result appears in someone's real action, namely the good behaviour, honesty, responsibility, respect for others, hard work and so forth (8) (7). In

The Master Plan of National Character Building of 2010-2025, it is mentioned that: Character education is a conscious and well-planned effort to realise ambience as well as the process of empowerment and civilise potential learners to build personal character and unique-good groups as citizens. It is expected to give optimal contribution to realizing a society who believe in the one and only God, just and civilized humanity, soul of the unity of Indonesia, democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives, and social justice for the whole of the people of Indonesia (8). Based on the above definitions, then it can be inferred that character education is "the process of awarding guidance to the participants/ students to become a characterised person in the dimension of heart, though, body, as well as the taste and works. Learners are expected to have good characters include honesty, responsibility, intelligent, clean and healthy, caring and creative. The characters are expected to be the whole personality reflecting the harmony of a processing result of HEART, MIND, BODY, and TASTE and WORKS" (Ministry of National Education, 2010 in (8).

2.4 Character Formation of Students

Character formation of students cannot be done in an instant by providing advice, orders, or instructions, but more than that. Therefore, in shaping the character of the students need role models/role models, patience, habituation, and repetition. Nine pillars of character that must be grown in students:

1. Love to Allah, with all creation
2. Independence and responsibility
3. Honesty, thoughtful
4. Respectfully, politely
5. Generous, helpful, cooperation
6. Confident, creative, hard-working
7. Leadership, fairness
8. Well, humble
9. Tolerance, Peace, unity (9).

The nine pillars of character need to be taught by using the method of knowing the good, the right feeling, and acting the good. Knowing the first bias easily taught because knowledge is cognitive. After knowing the good must be grown feeling loving the good, namely how to feel and love of virtue into the engine is always working to get people always to do something useful. People want to do the behaviour of virtue because she was in love with the virtue behaviour. Once accustomed to doing good acting the excellent turn into a habit (9).

In character education, the importance of three components of good character that are the moral knowing, moral feeling, and moral action. This is necessary so that students can understand, to feel the students and working on policy values at once: a) Moral Knowing. There are six things that became the goal of the teaching of this component, namely: i) awareness, ii) moral knowing of moral values, iii) perspective taking, iv) moral reasoning, v) decision making, and vi) self-knowledge; b) Moral Feeling. Six aspects of emotion should be able to be felt by a person to be a human having characters: i) conscience, ii) self-esteem, iii) empathy), iv) loving the good, v) self-control and vi) humanity; c) Moral Action. Deeds/ moral actions are learning outcomes of two components of other characters. To understand what drives a person in acting morally, so to be seen three aspects of the character. They are I) competence, (II) the will and III) habit (8).

Michele Borba in his book "Building Moral Intelligence, Seven Major Virtues To Moral High Children" as cited in (8) emphasises on the seven critical moral virtues so that learners have a good character. They are abstracted as follows:

Empathy is at the core of moral emotions which helps children understand the feelings of others. These virtues make it sensitive to the needs and feelings of others, encourage them to help people who are in pain or distress and then treat them with compassion. A robust moral emotion encourages children to act appropriatly because they could see the distress of others so that keeps it from performing actions that can hurt other people.

Conscience is the inner voice that helps children choose the right path from the wrong path and stay on the scrupulous path; making them feel guilty when deviating from the proper path. This fortifies them from lousy influence and makes it able to act right even though to do the opposite is very tempting. This virtue is the foundation for the development of the nature of honesty, responsibility, and high integrity.

Self-control helps children resist the urge from within them and think before acting, so they do the right thing. So, it results in the State Senior High School likelihood of taking action that would cause harmful consequences. This virtue helps kids become independent because they know that they can control their actions. From that character, the generous and kind-hearted appears because the child can get rid of the desire to satisfy themselves and stimulate the awareness concerned with the needs of others.

Respect. Children behave well and respect others. This virtue directs the children to treat other people as they want others to treat them, thus preventing the children from acting rude, unfair, and being hostile. If the children are accustomed to being respectful towards others, they will pay attention to the rights and feelings of others; as a result, they will also respect their self.

Kindness helps children show their concern over the welfare and feelings of others. By developing this virtue, children will be more compassionate and less think of their self, as well as recognise good deeds as the right move. Kindness also can make them better in thinking about the needs of others, showing compassion, giving help to those who need, as well as protecting those who are in trouble or pain.

Tolerance makes children appreciate the quality difference in others, opening up to new views and beliefs, and respect other people without discriminating ethnic, gender, appearance, culture, belief, ability, or sexual orientation. This virtue makes them treat others well and full of understanding, against hostility, cruelty, bigotry, as well as appreciate people based on their characters.

Justice guides children to treat others well, impartial, and fair, so that they can abide by the rules, like taking turns and sharing, as well as hearing all parties openly before giving any judgments. Because this increases the sensitivity and moral virtues, they will be compelled to defend those who are mistreated and demanded that everyone regardless of nation, culture, economic status, ability, or beliefs are treated equivalent.

The primary task of the teacher is to educate and teach children. In carrying out this task, a teacher dealing with a variety of things such as curriculum, teaching methods, learning tools, school supplies, finance, students, parents, fellow teachers, principals, supervisors, professional organisations education, other community leaders where the teacher works. The moral of a person's emotional and mental reactions to his work. Therefore, it can be interpreted as an act of moral activities a teacher in job duties did well when he had the spirit and high morale that done effectively, efficiently and productivity. Thus every action that faced with a task of the job is always something to do with the morale factor; This is nothing to do with work skills morale factor will be able to determine the efficiency, effectiveness, and productivity of a job (6).

3. Method

The research method used in connection with this problem is a quantitative method with the deductive approach. This method is intended to examine the intensity of the relationship between variables - variables examined. The population used in this study are for a class I and class II State Senior High School 9 Manado. Samples that are used in this research is purposive sampling and the sampling area. Moreover, to achieve results representative (to represent) the existing population. The researchers have determined the location and number of respondents as the study sample. 45 respondents. The technique is in use in the collection

of data and information in this study using the following techniques: Observation (Observation), Interview (Interview), Questionnaire (Questionnaire), and Literature. In the data management, authors conducted checks in advance on the answers given by each respondent. Then the data in tabulated into a table to make it easier to analyse data by correlation analysis product moment.

4. Result of Research

Results of research on the influence of moral work, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado using the techniques of data collection through the circulation questioner to 45 respondents have followed the steps that should be done by a researcher so that research results can be in considers, representative. Results of this study collected and are checked. Then tabulated the results are noted:

x = 889, y = 984, y2 = 20581, x2= 24926, xy= 22563, n = 45

$$rxy = \frac{xy - \frac{(\Sigma x)(\Sigma y)}{n}}{\sqrt{\left(\Sigma x^2 - \frac{(\Sigma x)^2}{n}\right)\left(\Sigma y^2 - \frac{(\Sigma y)^2}{n}\right)}}$$

$$rxy = \frac{22563 - \frac{(889)(984)}{45}}{\sqrt{\left\{20581 - \frac{(889)(}{45}\right)\left(24926 - \frac{(984)}{45}\right)}}$$

$$rxy = 0{,}974$$

Fig. 1: Product Moment Correlation formula

To know rxy or correlation between variables x and Y result is 0,974. Thus the moral influence of the working relationship, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result means 0,974 classified as a stable relationship. (According to t label two correlation values of r)

Tabel 2: Interpretation of Correlation Coefficient r Value

Interval Koefisien	Relationship Level
0,80 – 11.00	Very Strong

A. To determine the amount of power that is the symbol of determination r2 is r^2 = rxy x rxy x 100 % r = 0,974 x 0,974 x100 % = 95 %

To determine the magnitude of the power of determination Moral Influence is working relationship influence, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result is 95%, and the remaining 5% is influenced by other factors not examined by the author. It means that the working relationship Moral Influence, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado by 95% and the remaining 5% is determined by other variables not examined by the authors. To test the significance of the formula t:

$$T\ count = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0{,}974\sqrt{45-2}}{\sqrt{1-0{,}974^2}} = \frac{4{,}53379063}{0{,}051324} = 8{,}83366579$$

Rule of testing:
If t arithmetic ≥ t table, then significant
If t arithmetic ≤ t table, then it is not significant
Based on the above calculation, with less error rate provisions of a =0,05. Db =n-2 =45-2=43 thus obtained t table = 1.671. Turns t count > T table or 8.834 > 1.671. Conclusions: The correlation variable X with Y or Moral Influence relationship work, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result is significant.

5. Discussion

Based on the results of research and relationship variables X and Y according to hypothesis states that (H1) there is a moral influence labour relation, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result means 0,974 classified as a solid relationship. To determine the amount of power that is the symbol of determination r2 is: r2= rxy x rxy x 100 %, r = 0,974 x 0,974 x100 % = 95 %. Thus the result of the magnitude of the power of determination Moral Influence working relationship influence, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result is 95%, and the remaining 5% is influenced by other factors not examined by the author. A teaching process is a good means for helping students to build up desirable attributes or character, especially the instructional models that have been systematically organised and are consistent with the learning theories on which the models are based (10). While Billig et al.(11) conducted a comprehensive research review in the field of character education and visited 24 successful high schools in order to distil those characteristics of character education approaches that appeared to be most effective. Their report identified contributing community members as one of the eight strengths of character and described service-learning as an effective strategy to involve students in service to achieve this goal. In connection with the importance of improvement and development of a noble character, especially for students, character education comes as a solution to the problem of morality and character." Character education is a shared responsibility between government, communities, families, and schools (12-13).
Furthermore, to test the significance of the t with testing rules: i.e., If t arithmetic ≥ t table, then significant, according to the results of calculation turned out t count the result is 8.834, and the corresponding results of the equation t table are 1.671. Turns t count > T table or 8.834> 1.671. In conclusion correlation variable X with Y or Moral Influence of labour relations, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado is a significant result. Therefore, efforts moral character of the teaching profession and teacher education to support the establishment of students character because ultimately can affect school productivity improvement. Thus, education is a prerequisite for the teachers who are entrusted to be educators in the school State Senior High School 9 Manado can be assumed to have had the knowledge and ability sufficient for the execution of his duties form the character of a good student.
The character relates to moral concepts (good knowing), moral attitude (moral feeling), and moral behaviour (moral behaviour). Based on these three components can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds (7). Some basic principles for moral education or character education to work effectively: (i) Provide opportunities for students to be responsible for each other by providing cross-age grouping and cross-age tutoring. The older will benefit by being a role model and developing patience and tact, and the younger will benefit by being helped academically and witnessing a caring, helping relationship. (ii) Relate educational experiences to students' lives providing opportunities for students to share their points of view. (iii) Develop cooperative activities in the community with service projects to help students develop a sense

of responsibility and connection to the community as a whole. (iv) Encourage discussions with and among students concerning aspects of school life and how to interact with other people appropriately. (v) Guide children in playing a role in decision making in the classroom and school. (vi) Provide for forms of student self-government in public schools as a means of helping students contribute to others and develop critical thinking and interaction skills. (vii) Use day-to-day activities and what is happening in the students' lives as opportunities to deal with values and ethics. (viii) Encourage students to think in complex ways about moral issues in life as they appear in the curriculum. (ix) Use reading and writing activities to encourage moral and ethical thought. (x) Structure the learning environment so that it models democratic values and provides a safe environment for learning, sharing, and cooperating. (xi) Encourage self-discipline through cooperative interaction between persons in the learning environment. (xii) Use discussion, role-playing, and analytical and creative projects as a basis for critical thinking about values, attitudes, character traits, and moral issues. (xiii) Use cooperative learning activities to help students develop social interaction skills. (xiv) Establish parent support groups to develop a moral consensus (14-15).

6. Conclusion

Relationships variables X and Y are the Moral Influence relationship work, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado result are 0,974 means as a solid relationship. To determine the magnitude of the power of determination Moral Influence is working relationship influence, the teaching profession and character education in shaping the character of the students at state senior high school 9 Manado result is 95%, and the remaining 5% is influenced by other factors not examined by the author. To test the significance of t count with the rules of testing: the result is 8.834, and the results of calculation t table are 1.671. Turns t count> t table or 8.834> 1.671. In conclusion Moral influence labour relations, the teaching profession and character education in shaping the character of the students at State Senior High School 9 Manado results are significant.

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