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### The Importance of Value Education for Children Nation

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**Abstract-** The right to obtain education in the State of Indonesia has been guaranteed in Article 31 of the 1945 Constitution which reads "Every citizen has the right to education and teaching", referring to article 31 of the 1945 Constitution, it means that whoever he is as a child living in Indonesia has the right to obtain education. Education is a planned effort that is carried out to realize the learning atmosphere and learning process so that students actively develop their potential to have spiritual spiritual knowledge and strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country. In terms of giving a moral message to the activities and learning process, it is the responsibility of all parties or all teaching staff in all subjects, so far only religious teachers, Civics, and Counseling Guidance have always been scapegoats when the character changes from the values in school for the sake of the continuation of the conducive school condition requires the cooperation of all parties involved including parents. In the environment around us has provided a lot of evidence, in fact, not all people who have brain intelligence, have a high degree reach the point of success in their work. Often people with lower formal education actually pursue a better career. Because basically not just brain intelligence or knowledge is needed, but how do we also have to be able to balance with the emotional intelligence formed by our own character.

**Keywords:** Education, Value Education.

#### 1. INTRODUCTION

In Indonesia education becomes a necessity and at the same time determines success, in general, view education is able to portray the extent of individual personality characteristics, even education is also an indicator of one's thinking. In the execution of education requires mutual effort and response links unrequited because education does not only rely on a paradigm of a science but also must have a practical exercise and implementation on an ongoing basis. Even in various regulations issued by the government and private institutions, education is still the main objective of implementing various programs. This is done not only to improve the quality of human resources. Talking about improving the quality of human resources other than school media into formal channels there are still many other non-formal learning activities which also include being one of the efforts of various parties in improving human resources themselves. The issue of quality improvement is not a trivial matter and problems that can be resolved in a short time, it takes a long time and process to make it happen. It can be seen from the various programs that the government has

carried out from the formal program, namely the declaration of nine-year compulsory education, which then increases to twelve years and there are early education programs, and for non-formal education activities such as State defense training, and much more.

Nation's children are our children which include students or students who have the same rights in our country Indonesia. They are the generation that is mandated to the State to be prepared as the successor to the struggle and ideals of the nation. Regarding the rights inherent in us which are commonly referred to as human rights which include the right to life, the right to participate, the right to law, the right to education and many other rights. The right to obtain education in the Republic of Indonesia has been guaranteed in Article 31 of the 1945 Constitution which reads "Every citizen has the right to education and teaching", referring to article 31 of the 1945 Constitution, it means that whoever he is as a nation who lives in Indonesia has the right to education. Education is a planned effort that is carried out to realize the learning atmosphere and learning process so that students actively develop their potential to have spiritual spiritual knowledge and strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country.

The essence of the goals of both formal and non-formal education is the formation of the character of the nation's children. In its application across various kinds of education consists of hal. Seperti character education, moral education, upbringing pen value and many more. Education value has an important role to realize the value man who is a good means to prevent negative influences from the environment both inside and outside the country. In line with the increasing development of development and the development of science, technology, and art, value building is very important and necessary because it is considered capable of controlling a national education goal as a whole. Based on these objectives, it can be seen from the frequent presence of a change or revision done on various levels of the school curriculum from the competency-based curriculum, Curriculum Education Unit until 2013. The change of curriculum in the education curriculum is not because the previous curriculum was not good but Changes are made nothing but an effort from the government in improving and enhancing the cultivation of character, morals, and values to students. In various efforts that have been undertaken by the government of repair facilities and infrastructure, improving the quality of teaching staff as well as improving the curriculum of all as seen worth sia. Hal ubahlah is due to the government's efforts to outputs produced from all the characters from the program ada. Perubahan the application of values in daily life that are

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# The Importance of Value Education for Children Nation

*by Zulaecha Ngiu*

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## I. INTRODUCTION

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The essence of the goals of both formal and non-formal education is the formation of the character of the nation's children. In its application across various kinds of education consists of hal. Seperti character education, moral education, upbringing pen value and many more. Education value has an important role to realize the value man who is a good means to prevent negative influences from the environment both inside and outside the country. In line with the increasing development of development and the development of science, technology, and art, value building is very important and necessary because it is considered capable of controlling a national education goal as a whole. Based on these objectives, it can be seen from the frequent presence of a change or revision done on various levels of the school curriculum from the competency-based curriculum, Curriculum Education Unit until 2013. The change of curriculum in the education curriculum is not because the previous curriculum was not good but Changes are made nothing but an effort from the government in improving and enhancing the cultivation of character, morals, and values to students. In various efforts that have been undertaken by the government of repair facilities and infrastructure, improving the quality of teaching staff as well as improving the curriculum of all as seen worth sia. Hal unbalance is due to the government's efforts to outputs produced from all the characters from the program ada. Perubahan the application of values in daily life that are

expected from students does not reflect the values of education.

Non-formal education or non-school education based on Government Regulation No. 73 of 1991 Article 2, essentially that the educational objectives outside of school are: (A) Serving, (B) Fostering, (C) Meeting needs, developing skill levels, attitudes, and values that enable him to be an efficient participant and effective in the family environment and even society and the State, (D) Actualizing human potential so as to manifest human beings who like to learn and teach, as well as improve the standard of living participating in social activities and community development. Even in non-formal education or non-formal education, the government has also made a lot of efforts to ensure that the distribution of education in various settings and age is still applied. Starting from early childhood education (ECD), Establishment of Community Learning Center (CLC). Questioning Early Childhood Education why should it be associated with value education? Value education is one aspect that is considered important in the formation of the character of the nation from an early age, it is hoped that in the future children will be able to assess and distinguish something that is good or bad, right or wrong, and children will apply it in their daily lives -day. This will later have an impact on the child in socializing with the community or accepting whether he or she is in the community.

In principle, education is necessary, regardless of who, when, and how. There is no limit in time and space in taking an education, let alone the issue of educational value. During this time people often think of value as a number even though not all values refer to numbers. Values can be divided into two, namely the ideal value or something that is aspired and the actual value or value expressed in daily life. The value I maximize is the actual value which is more about the character formed by a process called education because what is seen from the product of an educational process is its outcome, namely the actualization of values that have been obtained from the school or obtained from experience during learning. In its role non-formal education or out-of-school education also contributes to the renewal of values and social institutions, this is a form of improving the quality of human resources.

Today, various problems experienced by the next generation of the nation are very concerned. In various media always broadcast news of crime, crime, obedience, drugs, sexual harassment, all of which involve the nation's children, either those who are victims or even perpetrators. This clearly shows that the values of education are not in the nation's children. In planting values, sometimes the family, in this case the parents as the party closest to the child, surrenders the responsibility to the school, even though in the matter of planting the value of the parents is the main figure and the figure they can emulate. In addition, the school also has a role in character formation and value planting for students, in accordance with what was taught by the Father of Indonesian National Education (1889-1959) Ki Hadjar Dewantara "inggarso sung, I want to build an initiative of Tut Wuri Handayani" which means "in front of

being an example, in the midst of building enthusiasm, from behind giving encouragement" with this motto clearly school and especially teachers as educators become the determinant in character formation and value planting because the teacher will also become a figure worthy of personality. The question then is what about the teacher figure that actually reflects what is not good? obviously this will affect the students too, saying the teacher urinates standing up, the student urinates running, it can be concluded that the small actions of the teacher will have a big effect on students. In addition to family, school, social environment, also greatly influences the formation of the character of the nation's children. Parents work hard to ensure their children can be educated children, good, moral, by entering their children in schools of quality. The school also strives to create a variety of learning programs, coaching to instill values, morals, but the fire that needs to be considered is their social environment, with whom they play, with whom they communicate because it also guides their personality. Especially now that we are increasingly free in accessing various information from cyberspace which also contributes to the moral decline of the nation's children. Globalization is indeed necessary, but the control of all that is also very much needed, children are the time when they find out, adolescence is a time when they try, if in this time parents are not able to control the association of children, like it or not, like do not like not a few of our children will fall into the brink of destruction. The point is that in realizing what is the goal of education there must be cooperation of various related parties, both parents and schools, as institutions or educational institutions.

Another story is written by the nation's children who do not understand the world of education. It can be said that children attending school only, not necessarily ingrained character values in themselves, what about the children who had never been through the school or dropping out of school. This phenomenon is actually found in many environments, it just becomes an ordinary sight because it is too often found. The nation's children who did not have the opportunity to attend school generally became buskers, beggars, pickpockets, scavengers and even became victims of violent drug cases. In large cities in general, the point of the problem is too much access to the technology world so that it has an effect on moral decline, in contrast to remote areas which are precisely caused by the lack of educational facilities so that it also affects the lack of motivation to learn.

Many have accused the government of being responsible for all this, but we also cannot always hope to be taken care of by the State. There is no need to scapegoat on this issue. Because again, even though the government has fulfilled its obligations in serving its citizens, have we carry out our obligations as citizens? The problem of education cannot only be left to one party but instead needs the support of all parties, because from education it all starts, if the education system goes well it affects all sectors, because the main point in the State's goals is to enrich the life of a nation.

## II. DISCUSSION

The world is currently being shaken by the rampant phenomenon of immoral behavior that involves students as the main actors. Not long ago we were shocked by the various phenomena that occur among the nation's children. The existence of Bullying cases, riots between students, drugs, free sex, and other cases that befall our nation's generation. It can be seen that various delinquency does not just appear. There are various factors that influence this happening which then causes students to abandon the noble values of religion and nation. These things are influenced by the internal and external environment. Even cases of corruption, collusion, and the dominant manipulation involve educated and educated people. This then becomes a reprimand for the world of education which always gives birth to educated, ethical and moral educated generations.

In education, there are two aspects that need our attention in view of the development of education itself is the aspect of the inside and outside aspects. Aspects in include, regulation, the curriculum of educators and students. External aspects include school environment facilities and infrastructure and parental participation. Value education has a strategic position in national education even though the term value education has not been clearly defined in the education curriculum formal but the implementation of value education in the context of national education actually has a strong legal basis. The state ideology or Pancasila as an ideal basis for the life of the nation and state can be used as a strong foundation for the implementation of value education in schools, families and the community. 1945 Constitution the nation's constitutional basis also has a moral message in its trunk. In the operational basis of the nation called the State Policy Outline (GBHN) also has an elaboration of the legal norms contained in the 1945 constitution which can be used as a reference for the purpose of education, especially value education.

In the State Policy Outline (MPR Decree No.II / MPR / 1988) stated that, education is essentially a conscious effort to develop personality with abilities within and outside of school and lasts for life and is carried out in the family, school and community. Because of that education is a shared responsibility between family, community, and government. The national education system law (UU SPN) No. 20 of 2003 Chapter I, article 1 outlines the notion of education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their self-potential, personality, intelligence, noble character, and skills needed by themselves, society, nation, and State.

In accordance with the above provisions, it is clear that education is an effort carried out by individuals who consciously and plannedly can develop one's personality, change paradigm, behavior, noble character, moral and ethical possessions towards a better direction. Education can develop emotional intelligence and intellectual intelligence someone, so the results will also be useful in the environment where someone is. Indeed education is not only the responsibility of an agency or institution, but this is a

collective responsibility of the Indonesian people. Not only a teacher but a community and also a government.

On the other hand, it is also explained that education is a means of organizing that delivers people to noble values, which teaches humans about good norms and values in doing things. Without value education, humans will not know how to be good and right according to religion, noble ethics, morals, and culture. Education is a process of human interaction between education and students to achieve educational goals. The process takes place in a particular environment by using various actions called education. (Zakiyah and Rusdiana, 2014: 85)

From this description, it can be concluded that the importance of education in showing people how to obtain value. Not only express value but on the implementation of on that value. Education becomes a place in channeling knowledge and teaching noble values and good norms, therefore education has a very strategic position or position in managing human resources because education is not only an institution which can only give birth to humans the conditions with their rights but how humans must obey their obligations too. Because there is little education that produces intelligent people who have problems with morals and morals. The current education is more dominant in emphasizing and encouraging the nation's children to get value in the form of numbers that are considered perfect, while the implications and implementation are very lacking. it is practiced. This is what becomes a problem that has almost no end to the solution.

Education in Greek is called *Paedagogie* which means guidance given to children. In English, education translates to *education*. *Education* comes from the Greek language *educare*, which means bringing out stored in the soul of the child, to be guided so that it grows and develops. Jhon Dewey, a philosophy expert on pragmatism and dynamic education. According to him education (*Education*) is defined as the process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings. Life is a process that is always changing, nothing is eternal. Because life is an inner growth without age. In other words, education is a human effort to help growth in the life process by forming fundamental skills or basic skills that cover intellectual and emotional aspects that are useful to humans, especially for themselves and the surrounding environment. Furthermore, according to Ki Hajar Dewantara, who is a figure of Indonesian national education as a strong foundation for progressive national education for the present generation and future generations to formulate, that education generally means the effort to advance the growth of character (inner strength, character), mind (intellect and body of a child), in the student park those parts should not be separated so that we advance the perfection of life, life and the livelihood of the children we teach, in harmony with the world. (Zakiyah and Rusdiana, 2014: 86)

The basic assumption of the statement above can be concluded, education becomes a means or a forum for the activities of interaction between individuals one with other

individuals, individuals, and society, to realize a harmonious life in accordance with the norms and rules that apply. Because the truth is that individuals and communities have a very close and related relationship. Because an individual process becomes a good human being starting from the learning process and the process of interaction between individuals and other human beings. What if interpreted as an individual will not become human without being humanized by humans themselves. This happens because human development is formed from the community environment.

Ace Suryadi and DasimBudimansyah, (in Zakiyah and Rosdiana, 2014: 89) The implementation of education certainly have a very clear goal. As for the general purpose, it is expected to accelerate the formation of a community order. First, respect differences of opinion, as a manifestation of a sense of responsibility and concern for the life of the nation and state and strengthening the life of democracy in all spheres of life. Second, orderly awareness of the law, having a culture of shame and being able to create exemplary. Third, having a sense of self-confidence, independence and creativity, having a high work ethic and oriented to mastering science and technology and science and technology in spurring the nation's excellence in the framework of world competition. All existing formal education institutions in the territory of Indonesia are directed to achieve educational goals nationally.

From the explanation above, it can be concluded that the purpose of education must certainly have a valuable output. Which can be seen from how someone interacts and socializes in their environment. Referring to this, the need for value education in the process of learning and socializing.

Today the nation we have faced with problems and conflicts a good value and the bad, in other words, a lot of our generation who have lost their identity will be, our nation is experiencing a very deep moral crisis in various circles. It can be seen that one of the causes of the low quality of human resources in Indonesia is due to a shift in the meaning of a value from education. Value subtitles which are required by the value of noble values, norms, morals, and ethics in teaching, have now shifted to a substance which has meaning as knowledge transfer. Changes in the meaning or substance of value education to the teaching process greatly affect the formation of the personality of the nation's children.

Sastraprteja (kaswadi, 1993) explained that the value is the cultivation and development of values in a person. In an almost similar sense Mardiatmadja (1986), defines value education as assistance to students to realize and experience values and place them integrally in his whole life. In general, value education is intended to help students to understand, realize, and experience values and be able to place them integrally in life. Value education is specifically aimed at; a) applying value formation to children; b) produce attitudes that reflect desired values, and c) guiding behavior that is consistent with these values. (Mulyana, 2011: 119)

In accordance with this statement, value education is very important to be carried out in the learning process, with the existence of this education how can it then be able to stimulate the nation's children to remain consistent with the good value achieved. To be able to direct children in carrying out value education, it is necessary to plan a learning curriculum that can be the basis of planning and implementation in the learning process. This is consistent with the aim of national education that what has become the goal of education must be reflected in planning in all levels of education so that the potential of children optimally becomes an ability and skill.

The development of value education in the school curriculum is not new. Every teaching and guidance is carried out by educators. The curriculum is a planning process of determining and utilizing resources in an integrated manner that can support activities and processes and efforts carried out effectively and efficiently in achieving learning goals and educational goals. The planning function, in general, includes activities that set goals to be achieved, how to achieve them, the intensity of time needed, through the planning can be seen and measured how the goals we will achieve are carried out properly, activities or processes carried out to achieve goals, facilities, and facilities what is needed, then how the results are obtained, even factors and constraints or supporting elements can be anticipated. Planning learning processes include a syllabus, learning implementation plan (RPP) which contains the identity of subjects, Competency Standards (SK), Basic Competencies (KD), Indicators of achievement of competencies, assessors of learning outcomes and learning resources.

The implementation of the concept of integrating value education in school learning, we can refer to Bagir et al. (Sauri, tt: 11) which divides into four levels of implementation namely; 1) conceptual level, in the conceptual level, the integration of value education can be realized through the formulation of the school's vision, mission and program (school strategic plan); 2) institutionally, institutional integration can be realized through the establishment of an institution culture that reflects the combination of values and learning; 3) operational, at the operational level, curriculum and extracurricular designs must be mixed in such a way that the fundamental values of religion and integrated science are coherent; 4) architectural, architectural integration of value education can be realized through the establishment of a physical environment based on science and technology, such as facilities for complete worship, adequate laboratory facilities, and a library that provides complete religious books and general knowledge. (Zakiyah and Rosdiana, 2014 : 208).

As one of the references can be seen how the implementation of value education is applied in Madrasah schools. In its implementation in the school of Gorontalo State MTs which is a school based on religious values, the difference in its implementation can be measured by public schools. Clear missions that lead to science and technology. The Vision of Gorontalo State MTs "Creating Islamic,

innovative, populist and quality madrasas" with Mission: 1). Prepare human resources that master science and technology, 2). Improve the professional ability of education personnel in the Gorontalo MTs area, 3). Realizing Gorontalo State MTs as a center for organizational development and teaching science and technology, 4). Develop an attitude of obedience, discipline, orderly, tough, skilled, competent and honest. Referring to the vision and mission, the curriculum that was later applied in Madrasas was also very supportive. As for religious subjects which are regulated in the curriculum, among others; Arabic, Fiqh, Islamic Cultural History, Akidah and Akhlak, Al-Quran Hadits and Mulok or Hafalan.

The existence of these subjects is able to shape the behaviour of students who study in Madrasas, in addition to religious learning students in Madrasah always prioritize Civics as the implementation of character education and there are also flagship programs that are always carried out covering several subjects of mathematics science, science, English, and arts and sports. In addition, students and students are given space to organize such as the Student Council and Scouts.

Gorontalo State Tsanawiyah Madrasahs apply *Full Day School* learning. Every morning students perform Iqra Together and cult activities. Iqra together is a routine activity carried out where all students must read the Koran every morning. Besides that, every student takes turns to carry out the cult. At the end of learning students usually carry out literacy and self-development, performing congregational prayers.

All learning activities and extracurricular activities are carried out to train and develop the interests and talents of students, and this spiritual activity is also able to shape the behavior, discipline, and character of good students. Not only that, even the teacher's activities in Gorontalo MTs It is also very good, because every Monday if you do not perform the ceremony the teacher will carry out the majlis or ta'lim together, this is done to strengthen the friendship between the teachers.

In the implementation of spiritual and extracurricular activities, there are also many obstacles faced. Everything that is carried out does not necessarily run smoothly. In Gorontalo State MTs do not routinely do the flag ceremony, the flag ceremony is held once a month, the rest is replaced with self-development and literacy.

Previously we have discussed a lot about the notions of education, and value education. Value education is very important but to make someone able to do something valuable must begin with the formation of a person's character. Forming a character is not as easy as turning the palm of the hand or not merely wearing a person children with character clothing as they wish. But by educating the child from times when he finds out until his trial and error, giving advice, solutions when the child encounters a problem, giving appreciation when the child is motivated and giving rewards when the child achieves, with this assistance especially if accompanied by the person who is

closest to the parent clearly will provide motivation and a separate model for the child in obtaining education in the family environment and that is what is called value education through character building. Not much different from what is applied in educational institutions or schools, character education is also an element that is always promoted through various efforts. Character education is not only able to make children noble but also able to improve their academic quality. If the second is carried out simultaneously, it will automatically give birth to a conducive school condition and make students comfortable and more free in channeling or exploring their talents.

According to David Elkind (Fathurrohman et al, 2013: 166) Children who are too forced to master cognitive abilities early, will make children stressful because there is a discrepancy with their age which should play more and explore. But what is unfortunate is that the suggestion that has been embedded in parents from the past until now is that the success of a child depends on how the child is able to count, and read and overly implies his child that the level of academic success is seen from the achievement of values in numbers and crooked. Few parents realize that all learning what is applied to the child is adjusted to the level or age, and must pay attention to the child's time and space to play. Learning activities do not mean that the child must be positioned in the classroom, dealing with the blackboard, with various kinds of rote demands, writing and so on. Indeed when children play is the best time when children socialize with the surrounding environment either peers or nature. Such times where natural character formation takes place. Such moments are not easy for them to forget and are firmly embedded in memory and will not be repeated. Paradigms like this have not yet been fully implemented in the school environment. Not a few schools consider extracurricular activities not too important, even if there are only limited scout activities because they have been made as compulsory curricula in schools and accompanied by budgeting. why not do extracurricular activities because there is no fee for that. Whereas with extracurricular activities students have the opportunity to be creative, innovate and this is also the opportunity for the school to see the potential possessed by students for how to be directed into their talents in the future. Ideally, every education institution in this case schools must provide a special space for students to channel their talents through the provision of supporting facilities, as well as increase students' enthusiasm in learning through improving the quality of teaching staff and various innovations and collaborations in fun learning activities. In terms of giving a moral message to learning activities it is actually the responsibility of all parties or all educators in all subjects, so far only religious teachers, Civics and Counseling Guidance are always scapegoating when there is a shift in character from the values in the school. for the sake of the continuity of the conducive school condition, it requires cooperation from all parties involved including parents. In the environment around us has provided a lot of evidence, in fact, not all people who have brain intelligence, have a high degree reach the point of success in their work. Often people with lower formal education actually pursue a better career. Because basically not just brain intelligence or knowledge is needed, but how

do we also have to be able to balance with the emotional intelligence formed by our own character.

The character of giving birth to values or values is the result of the character even though the true character and value of the two sides of a coin cannot be separated because they influence each other. In character education not only one value can be produced there are many values contained in the formation of character and overall oriented to communication, interaction in everyday life. One thing that really needs parental supervision is how the influence of the playing environment or community on the formation of the character of the nation's children. In general, children are more receptive to the information seen and heard, this is where children are presented with a particular situation that is also accompanied by reactions and later giving birth to a result of the reaction. When children are always exhibited with negative-contingent scenes they will instead consider things like that as something normal and they are likely to write similar things.

### III. CONCLUSION

In general, seeing the various problems that occur in the nation's children as the generation prepared to continue the nation's noble struggles and ideals, it is deemed necessary to have significant and comprehensive improvements to almost all sectors related to education itself. So far various alternatives have been pursued, ranging from curriculum changes, quality improvement of teaching staff, a collaboration of all relevant parties, but still have little meaningful change in achieving the goals of the education. Not a few government efforts to reduce the problem of education. Problem solving efforts are often the only momentum, rarely found a program that is sustainable for the longest lasting five years is the same as the term of the holders and regulators. So that sometimes the government's efforts to reduce the issue of character education and the application of noble character values are only limited to an image or used as a political tool in defending and seizing power.

Efforts to improve with the aim of improvement have always been a reason for the launch of the program. Parents as the party closest to students sometimes become the least aware of the problems experienced by the nation's children. Overall, children's behavior is formed to reflect what they experience. In other words, the characters formed in themselves are the result of the formation of communication that occurs between students, schools and their environment. Value becomes a product that is very valuable in applying a regulation or in other words an out come from an educational process will it is very visible from the extent of the change or shift in character that is done or experienced by our nation's children.

Implementation p Education character in school is necessary, although the basis of character education is in the family. If a child gets a good character education from his family, the child will have a good character next. But many parents are more concerned with aspects of brain intelligence than character education. So, character

education or character is very urgent to do. And all must refer to improving the quality of the nation's children, in this case, is the students.

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