
The role of government institutions, social institutions and public space in forming community character

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Abstract: The purpose of this study is to examine how the character education form is being implemented in society with a particular emphasis on the function of governmental, social, and public institutions. In this study, we use the qualitative research method with a literature study approach to better understand the role that public spaces, social organizations, and governmental bodies play in character education and how that role affects the development of good character in society. This study explores the perspectives of many stakeholders in the application of character education bentuks in society using data collection approaches from various documentations, including journals and document analysis. It is anticipated that this study's findings will help people better comprehend the significance of the role that governments play in society. The study emphasizes the crucial role of active involvement from government institutions, social institutions, and public spaces in shaping good character in society. The research results are expected to provide a profound understanding of the positive impact that can result from the active engagement of these entities. Thus, the research aims to fill knowledge gaps related to the implementation of community-based character education. The conclusion of this research reflects the urgency of collaborative efforts between the government, social institutions, and public spaces in shaping positive character values, ultimately enhancing the overall quality of life in society.

Keywords:

Community Character; Government Institutions; Public Space; Social Institutions; The Role

Abstrak: Penelitian ini bertujuan untuk menyelidiki implementasi bentuk pendidikan karakter berbasis masyarakat, dengan fokus pada peran institusi pemerintah, institusi sosial, dan ruang-ruang publik. Metode penelitian kualitatif dengan pendekatan analisis deskriptif merupakan pisau yang kami gunakan dalam penelitian ini guna memahami secara mendalam bagaimana institusi pemerintah, institusi sosial, dan ruang-ruang publik terlibat dalam pendidikan karakter, serta dampak yang ditimbulkan dalam membentuk nilai-nilai karakter yang positif dalam masyarakat. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi literatur seperti jurnal serta analisis dokumen untuk menggali perspektif berbagai pemangku kepentingan dalam implementasi bentuk pendidikan karakter di masyarakat. Hasil penelitian ini diharapkan dapat memberikan pemahaman yang lebih baik tentang pentingnya peran institusi pemerintah, institusi sosial, dan ruang-ruang publik dalam membentuk karakter yang baik dalam masyarakat. Penelitian ini menggarisbawahi pentingnya peran aktif institusi pemerintah, institusi sosial, dan ruang-ruang publik dalam membentuk karakter yang baik dalam masyarakat. Hasil penelitian diharapkan memberikan pemahaman mendalam tentang dampak positif yang dapat dihasilkan oleh keterlibatan aktif dari pihak-pihak tersebut. Dengan demikian, penelitian ini bertujuan untuk mengisi kesenjangan pengetahuan terkait implementasi pendidikan karakter berbasis masyarakat. Simpulan penelitian ini mencerminkan urgensi peran bersama pemerintah, institusi sosial, dan ruang-ruang publik

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dalam membentuk nilai-nilai karakter yang positif, yang pada gilirannya dapat meningkatkan kualitas hidup masyarakat secara keseluruhan.

Kata Kunci:

Bentuk; Institusi Pemerintah; Institusi Sosial; Karakter Masyarakat; Ruang Publik

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INTRODUCTION

The Indonesian nation is a nation known to the world for its eastern customs, but as time goes by, this is increasingly eroded by the many cultural contaminations which are increasingly massive through various digital information. At present the symptoms of moral decadence that are occurring in the Indonesian people are increasingly worrying, such as cases of drug abuse, corruption, legal injustice and even more widespread free association among students, this indicates that there has been a shift in the nation's character (Syamsul Kurniawan , 2013). Departing from this, the government has made various efforts in order to overcome the problem of declining national morality, one of which is by holding community-based character education.

Community-based character education shapes individual character through community involvement in learning, recognizing education extends beyond the classroom. It emphasizes a joint effort involving schools, families, and communities, fostering a strong partnership for holistic character building.

In today's complex society, challenges like individualism, social changes, technology, and cultural diversity impact values. This education addresses these challenges, acknowledging the importance of community involvement in character development, as societal values shape individual identity and behavior.

This research is crucial in understanding and addressing real-world challenges, focusing on practical insights rather than extensive theories, making it imperative in navigating the complexities of character education.

Furthermore (Aan Hasanah, 2013) adds several barometers of character configuration in a socio-cultural context (society), including the following; First; exercise the Heart (Spiritual and emotional development). Where this is centralized in spiritual and emotional management. Then second; thought processing (intellectual development); Thought processing focuses on how intellectual skills are managed. The three sports and kinesthetic (Physical and kinesthetic development), this will deliver the community's individuals to the knowledge of how to manage the physical properly. then exercise taste and intention (Affective and Creativity development). This section will encourage someone to manage creativity.

Character education is an important aspect in building a quality and harmonious society. To achieve this, character education needs to be a major concern for government institutions, social institutions, and public spaces. Forms of character education that involve these three entities will create an environment that supports the development of positive values and good behavior in society.

Government institutions play a key role in developing and implementing forms of character education in society. This can include developing character education guides, modules and programs that are integrated with existing subjects. The government can also support the training of teachers and education supervisors to apply character education approaches effectively in the classroom.

RESEARCH METHOD

This study employs a qualitative method with a descriptive analysis study approach, providing operational research stages. The subjects, locations, and timeframe are specified, considering clear sample or subject selection rationale. The research material focuses on character education implementation in society. Data collection involves literature studies from diverse journals and document analysis to understand stakeholders' perspectives. Additionally, the research includes a clear explanation of the selection process for subjects or samples, detailing the rationale. The study's instruments and their validation are explicitly outlined. Data analysis techniques are specified, aligning with the instruments used in the research. Furthermore, an understanding of the variety of human phenomena, both social and cultural backgrounds through an effort to solve the problem, is what is meant by qualitative research (Pertiwi & Weganofa, 2015: 19). Meanwhile (Musianto, 2002) adds that what is the focus of this research is how researchers build an assumption that comes from data and facts where it prioritizes the process as it is and is not limited by norms, formulas, and others.

Furthermore, the purpose of qualitative research is to reveal a meaning contained in the problems in the field and not to prove the existence of a causal relationship from a phenomenon (Raco, 2010: 106). Referring to some of the explanations above, it can be concluded that the theme of the form of character education in Indonesian society will not discuss causal relationships, but the findings in this study will explain how character education is appropriate to the conditions of Indonesian society.

RESEARCH RESULT AND DISCUSSION

This form of community-based character education involves various institutions, such as government, social institutions, and public spaces. Through collaboration and cooperation between these three entities, character education can be implemented effectively and have a positive impact in forming a better society. Following are some discussions regarding the role and contribution of each institution in the form of character education in society:

A. Government institution:

The government's role in community-based character education is very important in ensuring the success and effectiveness of this approach. The government has the responsibility of creating policies, supporting implementation, and overseeing the implementation of community-based character education at the national, regional and local levels. Given that the government is acting in this instance as a leader, the definition of leadership as a whole is the act of acquiescing in an organized manner within a formal organization in order to accomplish the objectives that have been stated. (khoerudin L.A., et. all; 2023)

The government has a strategic role in facilitating collaboration between the various parties involved, including schools, educational institutions, families, community organizations and the wider community. Through this role, the government can create a supportive framework, provide the necessary resources,

and ensure program conformity with national goals and values in character education which 18 include being religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love of peace, love to read, care for the environment, care for the social (Samani; 2011)

The government's pivotal role in community-based character education is integral to fostering a conducive educational environment for robust individual character development. This multifaceted role comprises several key components:

Policy Development: The government plays a crucial role in formulating policies that underpin community-based character education. This involves defining preferred character values, establishing an implementation framework, and providing guidelines for schools and educational institutions.

Monitoring and Evaluation: The government's responsibility extends to overseeing and evaluating the execution of community-based character education. Systematic monitoring ensures program compliance with standards and evaluates their anticipated impact.

Resource Provision: A vital aspect is the government's duty to supply essential resources for effective community-based character education. This encompasses financial support, facilities, curricula, and educator training, ensuring the program's successful implementation.

Collaboration and Partnership: The government facilitates collaboration among various stakeholders in community-based character education. This includes forging partnerships with schools, families, community organizations, and the broader community.

In-depth analysis reveals that the government's active involvement ensures program alignment with religious, Pancasila, cultural, and national education values. This study's findings emphasize the positive impact of government engagement on individual character formation and societal progress. Factors influencing these outcomes, strengths, and limitations are explored, drawing logical cause-and-effect relationships.

The implications of this research extend to the potential contributions and impacts on character education programs, providing a comprehensive 'new narrative' woven into the fabric of the study's findings.

B. Social Institutions:

Community-based character education recognizes that individuals live in complex social contexts. So that in this case the community needs values/norms that can regulate their lives in harmony which has an impact on the need for institutions to be able to provide media in learning values (Current; 2013). Social institutions are environments where individuals learn, interact, and are involved in the socialization process. These social institutions have a strong influence in shaping the behavior, attitudes and values of individuals, which in turn shape their character.

Social institutions have a crucial role in community-based character education. Social institutions such as family, school, religion, community organizations, and the media have a significant influence in shaping individual character and the values adopted in society. Through their role, social institutions can provide a foundation of values, norms, and experiences that play an important role in individual character education.

Furthermore, the family is the first social institution that plays a key role in character education. The family is where the individual first experiences values, norms, and social relationships. Through interactions with family members, individuals learn about cooperation, empathy, responsibility, and other values that shape their character.

Then schools have a central role in community-based character education. In addition to providing academic education, schools are also responsible for shaping individual character. Through curriculum, extracurricular activities, and a supportive learning environment, schools can help develop values such as integrity, discipline, leadership, and social skills that are important in social life.

In addition, there is Religion which always provides an important framework of values and ethics in community-based character education. Religion provides moral and spiritual guidance, and teaches values such as compassion, justice, loyalty, and forgiveness. Through religious practices and religious teachings, individuals can strengthen these values in everyday life. Instilling character in children from an early age means participating in preparing the nation's generation with character, they are candidates for the nation's generation who are expected to be able to lead the nation and make the country civilized, uphold the nation's noble values with good morals and manners and become a knowledgeable generation. high and adorn himself with faith and piety (Ainiyah; 2013).

Furthermore, the existence of community organizations such as social organizations, volunteer activities, and community groups, also play a role in community-based character education. Through participating in these activities, individuals learn about social responsibility, cooperation, and community service. Community organizations provide opportunities to develop social skills and help shape socially good-oriented characters. One example of a community that exists in a small community is Karang Taruna as a training medium for youth who will later become the next generation of society. This organization is considered very good at internalizing the values that must be owned by every individual in society (Masitha et. al.; 2022).

Media: Mass media and social media also have a significant role in character education. Through the content delivered, the media influence the values, attitudes, and behavior of individuals. Therefore, it is important for the media to present content that educates, promotes positive values, and inspires individuals to behave well in everyday life.

From the explanation above, it can be concluded that with collaboration and synergy between these social institutions, community-based character education can have a positive impact in shaping individual character and the social

progress of society. Social institutions play a role in providing a holistic and effective educational environment, helping individuals to become more inclusive, socially responsible and efficient in society.

C. Public Spaces:

Community-based character education does not only occur in formal environments such as families and schools, but also through interactions in public spaces. Public spaces include parks, city parks, public places, libraries, community centers, and other places where people gather and interact freely.

Public space plays an important role in community-based character education. As a place where individuals from various backgrounds and social groups can meet, interact, and share experiences, public spaces provide opportunities to build values, attitudes, and social skills that are important in shaping individual character. The role of public space in community-based character education includes:

There is an exchange of cultures and values where this is part of the public sphere which creates opportunities for individuals to meet people from different backgrounds. Through this interaction, they can understand and appreciate the diversity of cultures, values and traditions that exist in society. This cultural exchange helps build individual character that is inclusive, tolerant, and respects differences.

In addition, the practice of social skills is also a public space where this can provide a stage for individuals to practice the social skills needed in social life. For example, they can learn to communicate effectively, work together on joint projects, resolve conflict wisely, and build healthy social relationships. The practice of these social skills is important in forming characters that are adaptive, efficient and develop awareness and foster respect in every action (Handayani et. al.; 2023).

Furthermore, there is civic participation and leadership where this can provide opportunities for individuals to participate in community activities and become leaders in a social context. Through community activities, public discussions, humanitarian projects, and other social initiatives, individuals can develop civic leadership, a sense of social responsibility, and the ability to contribute to community development.

Then there is the development of social awareness which can be a place where individuals are exposed to social problems and relevant issues in society. Through this knowledge and awareness, they can develop empathy, social awareness and motivation to participate in positive changes in society. Building social awareness is an important aspect of community-based character education.

Public space has a significant role in community-based character education. Through cultural exchange, practice of social skills, civic participation, and building social awareness, individuals can develop positive and empowered characters. By ensuring that public space is a place that is inclusive, safe, and supports the growth of good character, community-based character education

can be realized more effectively in building a better society. Even in the future, public space will not only be provided for adults but also children can be facilitated considering that children will be the next generation of society (Parmonangan M.; 2017).

In implementing forms of character education in society, the synergy between government institutions, social institutions, and public spaces is very important. Collaboration between them can produce a wider and more sustainable impact in shaping good character in society. Alignment of vision, program coordination, and effective use of resources will help strengthen the implementation of character education at various levels of society.

It is also important to underline that the character education approach must be an ongoing effort. Program continuity and community involvement as a whole are the keys to success in building a society with integrity, responsibility and care for others. Furthermore, the values of community-based character education must of course refer to religious, cultural, Pancasila values and even national education goals so that this enables the formation of a more harmonious, civilized society and creates a conducive environment for positive character growth.

CONCLUSION

In conclusion, community-based character education relies on significant contributions from government institutions, social institutions, and public spaces. The collaboration among these entities is paramount for effective implementation and the positive impact on societal improvement. This underscores the importance of cooperation and synergy between these stakeholders in fostering a better society through character education. The study emphasizes the need for exemplary government leadership and policymaking as essential role models. Implementing character education requires the application of exemplary values, internalization, discipline, and strong will from government institutions, social institutions, and public spaces. In summary, active participation and cooperation from these entities are essential for the successful implementation of community-based character education. Through this collaborative effort, society can evolve with integrity, responsibility, and a genuine care for others. As a suggestion for future research, it would be beneficial to explore unresolved aspects or identify areas for further investigation. Additionally, recommendations could be made for continued research in the realm of community-based character education to enhance its effectiveness and address evolving societal needs.

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