

VALUES OF CHARACTER EDUCATION IN BUYA HAMKA'S GREAT PERSONAL BOOK

Hendra Alsa Fahmi¹, Rahmat Hidayat², Muhammad Fauzi Lubis³
Islamic Education, Dharmawangsa University Medan

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***Correspondence Address:**
hendraalsa@gmail.com

Abstract: This research method is library research. The aims of this research are, (1). To find out what the values of character education are contained in the great Personal book by Buya Hamka, (2). To find out how the formation of character education values in the Great Personal book by Buya Hamka, (3). To find out how the implications of character education contained in the great Personal book by Buya Hamka which are in the world of education in Indonesia. The results showed that: (1). The values of character education contained in the Great Personal book are (a). Religious, (b). Honest, (c). Tolerance, (d). Discipline, (e). Hard work, (f). Independent, (g). Democratic, (h). National spirit, (i). Love the homeland, (j). Appreciating achievements, (k). Friendly/communicative, (l). Peace-loving, (m). Social care, (n). Likes to read, and (o). Responsibility.

INTRODUCTION

The Indonesian nation is currently believed to be experiencing various declines as a result of a moral crisis. What's worse is that in almost all segments of life and all levels of society and the education segment is no exception. The current state of education in Indonesia is increasingly apprehensive and unsettling to the public. The most prominent crisis in the world of education is the crisis of moral education or in the current sense is a crisis of character.

Almost every time, both online media, as well as print and electronic media report various irregularities, including drug trafficking, brawls, murders, distribution of pornographic videos, rape, and various other crimes. Apart from that, various violent conflicts were recorded due to differences in ethnicity, race, and religion. (Asep abdillah dan isop syafei, 2018)

This shows that the majority of Indonesian people have now set aside the current character and cultural values. Character and culture always teach and lead people to peace and goodness. If these two aspects are no longer embedded in a person, it is certain that the person is unable to stem the evil actions that cross his mind.

Efforts to cultivate character can be carried out in various ways such as internalizing learning activities, exemplary methods, habituation methods and expanding insight and knowledge. One way to improve these things is to read books. With the guidance of teachers and parents, students are expected to be able to understand what they

read and cite the goodness that will be applied in everyday life.

Moreover, books written by national figures. Of course, apart from a lot of learning, there must be characters and patterns of thought that can be imitated with the aim that later they can emulate the spirit and persistence of these characters. Students and the public should have learned a lot about character values from the founders of this country. Not infrequently their life journey and thoughts become a trigger for enthusiasm and become an example for anyone who reads it.

One of the figures who was quite influential in the journey of the Indonesian nation was Prof. Dr. Haji Abdul malik karim amrullah or better known as Buya Hamka. He is an intelligent scholar, writer, and politician. His works are recognized nationally and internationally. He also deserves to be a role model for the nation because of his famous determination from a Buya Hamka.

One of his phenomenal works is the great personal book. In this book, Buya Hamka explains about the personality of a nation, wisdom, personal strengthening, sincerity and enthusiasm. This motivates readers to improve their own character and set an example for Buya Hamka.

By reading Buya Hamka's great personal book, it is hoped that it will be a solution to solving character problems that have occurred in today's society. In addition to providing motivation to improve character, it is hoped that there will also be increased interest in reading on one's personality. This book is expected to inspire and serve as reading material for students, educators and the public in the process of strengthening character education in Indonesia.

Based on this, the researcher is interested in examining what are the values of character education contained in Buya Hamka's great Personal book. Therefore, in this thesis the author gives the title "Values of Character Education in Buya Hamka's Great Personal Book".

THEORETICAL BASIS

1. Character

Amiruddin and Rahmat stated that in the Indonesian dictionary the word "character" is defined as character, traits, psychology, morals or manners that distinguish one person from another, and character. Character is a form of one's understanding and knowledge of noble values in life which originate from cultural, religious and national arrangements such as: moral values, ethical values, law, ethical values, virtues, and religious and cultural laws and are manifested in attitudes, behavior and everyday personality to be able to distinguish one from another. Thus, character in essence does not only have to be understood and known or only taught, but must be emulated. Where it is then hoped that these individual characters will build regional and national characters in accordance with the noble hopes and ideals in national education goals. (Amiruddin siahaan dan rahmat hidayat, 2017).

According to Thomas Lickona, character includes habits in the way of thinking, habits in the heart, and habits in action. These three things are necessary to direct a moral life; these three form moral maturity. (Thomas lickona, 2015).

Character will be attached to human beings as their moral capital in social life. Good

or bad human behavior is caused by the character that a person has. The character that is attached to the person who will bring the human towards good or vice versa. Character has an important role in human beings, not only having an impact on himself but has an impact on the family and society.

Character is the characteristic of each individual, every human being has a character or character that is different from one another so that character becomes the identity of each individual. The character that exists in each individual is obtained through what has been learned by that person either through formal and non-formal education or habituation in the family and community environment.

2. Character Education

The figure of national education, namely Ki Hajar Dewantoro, stated that education is a guide in the life of the growth of children, while the intention is to guide all the natural strengths that exist in these children, so that they as human beings and as members of society can achieve the highest safety and happiness. (Suwarno, 1988).

Rahmat hidayat stated that basically education is a medium in educating and developing primordial human potentials. True education is the gateway to lead humanity towards a higher and humanist civilization based on harmony in the relationship between humans, the environment and the Creator. Education is a field which involves interpersonal dialectics in filling the spaces of life; a realm that becomes a lamp for humanity's journey, past, present, and future. (Rahmat hidayat, 2016).

Character education is character education plus, which involves aspects of knowledge (cognitive), feeling, and action, without these three aspects, character education will not be effective and its implementation must be carried out systematically and continuously and capable of distinguish one from another. (Amiruddin siahaan dan rahmat hidayat, 2017).

Character education is a deliberate, systematic effort to develop virtues that have a positive impact on both the individual and the social environment, and the process is not instantaneous, but through continuous effort (habituation). (Sofyan mustoip, 2018).

Aan Hasanah stated that character education is efforts that are systematically designed and implemented to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which is embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Thus, character education is a systematic effort to develop all physical, spiritual and 'aqliyah potentials in order to build behavior that is in accordance with the values that develop in society and which originate from religious values. (Aan hasanah, 2012).

Thus character education is an effort to develop the good potential that exists in humans through habituation that involves knowledge, feelings and actions as well as national cultural values so that it will have a positive impact on a person or a nation.

3. Character Education Values

There are 18 values of cultural and national character education that have been stipulated by the Ministry of National Education as follows:

- a. Religious: obedient attitude and behavior in carrying out the teachings of the religion one adheres to, tolerant of other religious practices, and living in harmony with adherents of other religions.
- b. Honest: behavior based on efforts to make oneself a person who can always be trusted in

words, actions, and work.

- c. Tolerance: attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves.
- d. Discipline: actions that show orderly behavior and comply with various rules and regulations.
- e. Hard work: behavior that shows serious effort in overcoming various learning and assignment obstacles, and completing assignments as well as possible.
- f. Creative: thinking and doing something to produce new ways or results from something you already have.
- g. Independent: attitude and behavior that is not easily dependent on others in completing tasks.
- h. Democratic: a way of thinking, behaving, and acting that evaluates the rights and obligations of himself and others.
- i. Curiosity: attitudes and actions that always try to find out more deeply and broadly from something that is learned, seen, and heard.
- j. National spirit: a way of thinking, acting, and having insight that places the interests of the nation and state above self and group interests.
- k. Love of the country: a way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment.
- l. Appreciating achievements: attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.
- m. Friendly/communicative: actions that show pleasure in talking, socializing, and working with other people.
- n. Peace-loving: attitudes, words, and actions that cause other people to feel happy and secure in their presence.
- o. Likes to read: the habit of taking the time to read various readings that give virtue to him.
- p. Caring for the environment: attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.
- q. Social care: attitudes and actions that always want to provide assistance to other people and communities in need.
- r. Responsibility: the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, environment (natural, social, cultural), country and God Almighty.

METHOD

This research method is library research. Library research is research that is carried out by reading works related to the issues to be studied and noting important parts that have to do with the topic of discussion. (Usman yahya, 2015). By using two types of research sources, namely great personal books as primary sources and secondary sources, namely books, journals, previous research, and related articles. Data collection techniques in this study were documentation, analyzing related facts and accompanied by existing

theories, then conclusions were obtained from the research.

DISCUSSION

1. The values of character education contained in the great Personal book by Buya Hamka

Based on the results of the study, it was found that 15 out of 18 character education values contained in the great Personal book. The values of character education are (a). Religious, (b). Honestly, (c). Tolerance, (d). Discipline, (e). Hard work, (f). Independent, (g). Democratic, (h). National spirit, (i). Love the motherland, (j). Appreciate achievements, (k). Friendly/communicative, (l). Love peace, (m). Social care, (n). Likes to read, and (o). Responsibility.

The character values contained in this great personal book are the character values that have been proclaimed by the Ministry of Education and Culture in the Strengthening Character Education program which is expected to become a moral movement for the Indonesian people in a better direction.

This is in line with the opinion of the Father of National Education, namely Ki Hajar Dewantara that Manners, character is the union of thoughts, feelings and will or will, which then creates energy. Budi means "thought, feeling, will" and character means "energy". So, character is the nature of the human soul, starting from wishful thinking to being incarnated as energy. (Agam ibnu asa, 2019).

The manners, character, or character are the same thing, but Ki Hajar Dewantara calls character as manners. According to him, good character is a natural process in humans that starts from the intention until the realization of the intention is realized. This is the basis for the Strengthening Character Education program. With the hope that people who have gone through character education instill these character values in their hearts and become intentions until later they realize these intentions into activities that contain character values.

In line with the opinion of Thomas Lickona who said that character includes habits in the way of thinking, habits in the heart, and habits in action. These three things are necessary to lead a moral life; these three form moral maturity.

Processing an action through the mind and heart after considering it and getting the results and then doing it is what is called character. These activities continue until later moral maturity is formed in a person after gaining knowledge and learning through everyday life.

2. Formation of character education values in Buya Hamka's great Personal book

Based on this research, it has been found the results of research on the formation of character values contained in the great Personal book, namely (a). Socialization, (b). Enculturation, and (c). Internalisation. Through these three aspects, the character values in the book A great person are formed in the readers.

Aan hasanah stated that there are forms of character cultivation, namely teaching, exemplary, habituation, motivation, and enforcement of rules. (Aan hasanah, 2015). The results of the research that have been obtained are that there are three character formations in the great Personal book, namely socialization, enculturation, and internalization which are in line with Aan hasanah's opinion about character building.

According to Aan hasanah, the cultivation of character values can be through teaching, namely efforts to teach students about noble character values that must be achieved, exemplary, i.e. imitating figures by imitating the good character that is in them, habituation, namely efforts to be made continuously in instilling values. character, motivating, namely triggering students in terms of improving their existing character so that they have great intentions and efforts for their own good, and the last is enforcement of rules, namely through discipline obeying rules can be a form of instilling character in students so that students able to keep himself in order to comply with the rules and not neglect the existing rules.

This is closely related to the forms of character cultivation found in this great personal book. Teaching that provides understanding to others has something to do with socialization, exemplary, habituation, and motivation which makes students have the initiative from within themselves to make efforts to shape character has to do with enculturation, and enforcement of rules is the internalization of character education values through a the concept of rules that have been determined so that students have good character when complying with a rule. From the above understanding, it can be ascertained that the formation of character values contained in the great Personal book is in line with Aan hasanah's theory of character formation.

3. Implications of the values of character education contained in the book Personal great by Buya Hamka in the world of education in Indonesia

Based on the results of the research, it has been found that the implications of character education values contained in the great Personal book in the world of education in Indonesia are (a). Strengthening the values of character education in Indonesia, (b). Improving the character of students in Indonesia, (c). Become a reference for solving problems in the community, and (d). Strengthening the character of students in facing the era of globalization.

Departing from the Strengthening character education program in the 2013 Curriculum in the era of Freedom to learn, various efforts have been made starting from the socialization of character forms to forming learning that includes character values in it. This aims to realize that besides having competence and skills, students must also have character which is an important part of their identity.

One of the solutions offered by researchers in terms of strengthening character education is reading books, being able to read books by great national figures and being able to read biographies of national figures. In addition to gaining knowledge, we can also emulate the nation's leaders. One of them is Buya Hamka with one of his books, Great Person.

Great Personal Books have character values in them. It is very useful when we read it. In addition to getting knowledge about how to form a great personality, we also get character values that we can practice in our daily lives.

The character values contained in the great Personal book are a plus for readers and increase interest in reading books for Indonesian people. The presence of character values in the great Personal book indicates that the book is in line with the Strengthening character education program in Indonesia. The book can also be recommended as reading material to shape the character of the Indonesian people.

The implications of the character values contained in the great Personal book for the world of education in Indonesia are to contribute ideas and assist in efforts to strengthen character education in realizing the nation's ideals, namely to form a generation of Indonesians who are intelligent in knowledge and character.

It is also hoped that the re-published great personal book will increase interest in reading for the Indonesian people and provide insight into a well-known Islamic scholar in Indonesia, namely Buya Hamka. What's more, there are character values contained in the book that provide more benefits for readers and make it a reference in everyday life.

Such a big influence if Indonesian people cooperate with each other in terms of strengthening interest in reading in the nation's generation. Just as readers of great personal books apply the character values contained in them in everyday life, a generation with great personalities and character is formed.

This can be a solution to solving problems of national character in the world of education in Indonesia. So that the goals of national education are realized in the program to strengthen national character and reduce the number of character problems that exist in the life of Indonesian society.

CONCLUSION

Based on the research above, the authors conclude that the values of character education contained in Buya Hamka's great Personal book, namely: (a). Religious, (b). Honestly, (c). Tolerance, (d). Discipline, (e). Hard work, (f). Independent, (g). Democratic, (h). National spirit, (i). Love the motherland, (j). Appreciate achievements, (k). Friendly/communicative, (l). Love peace, (m). Social care, (n). Likes to read, and (o). Responsibility.

Formation of character education values in Buya Hamka's great Personal book, namely: (a). Socialization, (b). Enculturation, and (c). Internalisation. Through these three aspects, the character values in the book A great person are formed in the readers.

The implications of the value of character education contained in the book Great Personal by Buya Hamka for the world of education in Indonesia, namely: (a). Strengthening the values of character education in Indonesia, (b). Improving the character of students in Indonesia, (c). Become a reference for solving problems in the community, and (d). Strengthening the character of students in facing the era of globalization.

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