

Character Education Values in the Events of the Proclamation of Indonesian Independence



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ABSTRACT: Character values are values that have actually existed since long ago, before the Indonesian nation became independent and should be an integral part of Indonesian society. The education of the nation's character is very important and needs to be reviewed and integrated into the curriculum in schools, in order to improve the very concerning condition of the Indonesian nation at this time. The purpose of this writing is the character values in the proclamation of Indonesian independence. The method used is a literature review and sources from the book History of Indonesia, the internet with a descriptive explorative approach. The results of this study found that there were educational character values in the event of Indonesian independence, namely: The leadership shown by Soekarno and Hatta in the proclamation process showed the importance of having a vision, courage, and the ability to lead in critical situations. The decision to proclaim independence unilaterally showed a spirit of independence and courage to stand on one's own two feet, despite facing great challenges. The freedom fighters were willing to sacrifice everything, including their lives, in order to achieve independence for the nation. The Proclamation of Independence was the result of cooperation between various groups that had the same goals, even though they came from different backgrounds. The courage of the leaders and the people in fighting the colonizers and taking great risks for independence showed a high value of courage. After the proclamation, the responsibility for building an independent country became a shared responsibility, not only the leaders but also the entire people. The leaders and freedom fighters had high integrity by being consistent in their principles and goals of their struggle.

KEYWORDS: Character values, events, proclamation, Indonesian independence

INTRODUCTION

Character education values are the most crucial thing in the world of education. This education is a pillar that determines whether education can be beneficial or a disaster for humanity. The thing that educators fear most is not students who are unable to follow History or other subjects. Educators are more worried if students cannot learn. Why? This is because it contains character indicators of someone who has been successfully educated.

Character is the foundation of soft skills that actually support a person's level of success in life. Great technical skills that are not accompanied by good character are impossible. He will not be able to work together and empathize with his colleagues. In addition, the use of knowledge carried out by bad characters will also have bad consequences. Based on the phenomenon of the younger generation because character is the most important thing. Character is something that is currently being considered to be used as a topic in seminars, workshops, workshops, training and types of short education. Educators are faced with the reality of accepting the integration of character education into their curriculum or teaching materials and are seen in the Learning Implementation Plan (RPP) at the school level and the Semester Learning Plan (RPS) at the Higher Education Level. Meanwhile, on the other hand, educators and students can see various cases and events that are not very contrary to the character of the Indonesian nation. For example, the many cases of High-ranking Officials and Government Officials involved in cases such as the KPU institution, corruption cases that are increasingly rampant. Especially the one that is currently viral is the 271 trillion husband of Sandra Dewi (Artist). Various other cases that have emerged are all cases of a person's character in the world of work.

CHARACTER EDUCATION CONCEPT

Character education is all efforts to direct, train, and foster good values in order to foster a good, wise personality, so that it can make a positive contribution to the environment and the wider community. This definition is in line with Megawangi's opinion (in Kesuma, 2013, p. 5)[1] who argues that character education is a conscious effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. Character education comes from two words that form it, namely "education" and "character". The following is an explanation of the definition of the

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two words that form it. Wynne (in Mulyasa, 2012, p. 3)[2] explains that the word "character" ("karakter" in Indonesian) comes from Greek, namely *kharaktēr / eharassein* which means "to mark" or "to engrave" (marking / engrave). Of course, "marking" or "engrave" is not interpreted literally. If interpreted, it can mean carving positive values both in conception and real actions in everyday behavior. Salahudin and Alkrienciechie (2013, p. 42)[3] argue that character is a characteristic of a person or group of people that contains values, abilities, moral capacity, and resilience in facing difficulties and challenges. Samani and Hariyanto (2013, p. 41)[4] as something that is typical of a person as a way of thinking and behavior to live and work together in relation to others who can make decisions and be responsible for their actions. It can be concluded that character is a person's nature, perception, good and bad in applying ethical values, morals, emotions and various other mental abilities that are reflected through good behavior or conduct. Character can also be defined as a basic value that is embedded and owned by an individual as a foundation for doing good, in accordance with the norms that apply in society. The definition of character education, here are some definitions of character according to other experts.

According to Samani & Hariyanto (2013, p. 45)[4] character education is the process of providing guidance to students to become whole human beings with character in the dimensions of heart, mind, body, and feelings and will. According to Wibowo: Character education is an education that is used to instill and develop character in students, so that they have a noble character after having it, they can apply it in everyday life such as at home, at school and in society (Wibowo, 2013, p. 40)[5]. There are also those who state that: Character education can be interpreted as moral or character education to develop a person's ability to behave well in their daily lives (Salahudin & Alkrienciechie, 2013, p. 42)[3]. According to Zubaedi (2012, p. 19)[6] character education is all business planning carried out by teachers that can influence the formation of the character of their students, understand, form, and foster ethical values as a whole. Character education is a system in instilling good character values to all school residents so that they have knowledge and actions that are in accordance with good values. Character education is an effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment (Megawangi in Kesuma, 2013, p. 5)[7]. The process of providing guidance for students to become whole human beings with character in the dimensions of heart, mind, body, and will and work. Students are expected to have good character including honesty, responsibility, intelligence, clean and healthy, caring, and creativity (Zusnani, 2012, p. 155)[8].

CHARACTER SYSTEM

As has been expressed in various definitions above, character seems to consist of many elements that are interconnected with each other. Yes, because character consists of at least three interconnected domains, namely: moral knowledge, moral feelings, and moral actions called the character system. Lickona and Amirulloh (2015, pp. 14-18)[9] explain that the character system consists of three interconnected and mutually influencing domains, namely:

1. Moral Knowledge

Moral knowledge is the ability of individuals to know, understand, consider, distinguish, interpret the various morals that must be applied and those that must be abandoned. Moral knowledge consists of six components which include: Kesadaran Moral, merupakan kesadaran untuk memperhatikan dan melaksanakan moral yang ada di sekitarnya.

2. Moral Value Knowledge,

The ability to understand moral values in various situations.

1. Understanding Other Points of View, is the ability to appreciate and feel the opinions of others.
2. Moral Reasoning, the ability to understand, consider and distinguish moral meanings.
3. Courage to Make Decisions, namely the ability to not hesitate to make the right choice when experiencing a moral dilemma.
4. Self-Knowledge, being able to know and understand one's own behavior and being able to evaluate it honestly.

2. Moral Feeling

1. Moral feeling is the ability to feel that one must always carry out moral actions that are in accordance with norms and feel guilty if one does something that is not in accordance with norms (doing evil). This feeling also consists of six components, namely as follows.
 1. Listening to Conscience, namely the moral feeling of the *naf* drives a person to act according to conscience in the cognitive and emotional sides. As smart as humans are, their advantage is that they still pay attention to emotions and are not blind to something objective when compared to artificial intelligence.
 2. Self-esteem, namely having the awareness to maintain dignity and honor based on noble values.
 3. Empathy, having sensitivity (being able to feel) the suffering of others.
 4. Love of Goodness, the ability to feel happy and pleased when doing good.
 5. Self-Control, the ability to control excessive emotions, both when angry or too happy (euphoria).
 6. Humility, meaning not feeling an excessive sense of superiority, being able to remain open to correcting mistakes and overcoming arrogance but remaining confident.
 - 7.

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3. Moral Action

Able to move and carry out real moral actions that are in accordance with norms, to prevent actions that are not in accordance with environmental goodness norms. Moral actions consist of three main components, namely as follows.

1. Competence, is the ability to change moral feelings into effective moral actions.
2. Desire (will), the ability to be strong and persist in doing what should be done based on knowledge and moral feelings.
3. Habit, is the ability to do something consistently and repeatedly until it has become accustomed to and feels lighter to do continuously.

CHARACTER EDUCATION VALUES

Being moral means having good and bad considerations that are accepted by the general public regarding actions, attitudes, which are in accordance with noble values. So what are good values? Here are 18 character values that are in accordance with the 2010 Ministry of National Education guidelines.

Character Education Values according to the Ministry of National Education

Value	Description
Religious	Attitudes and behaviors that are obedient in carrying out the teachings of the religion that is believed, tolerant and living in harmony with adherents of other religions.
Honest	Behavior that always tries to be a person who is appropriate and adheres to what is done both in words, actions, and work.
Tolerance	Attitudes and behaviors that respect differences in race, religion, ethnicity, opinions, different actions.
Discipline	Actions that behave in an orderly manner and obey the applicable provisions and regulations.
Hard Work	Behavior that shows serious efforts in overcoming obstacles to learning and assignments, and completing them as well as possible.
Creative	Thinking and working by producing new or unique ways from what already exists/is owned.
Independent	Attitude and behavior that does not depend on others.
Democracy	Way of thinking, behaving and acting that considers the rights and obligations of oneself and others.
Curiosity	Always trying to know more deeply and broadly from something that is seen, heard and studied in general.
National Spirit	Thinking acting and having insight that places the interests of the nation and state above the interests of oneself and one's group.
Love of the Homeland	Thinking, behaving and acting that shows loyalty, concern, and appreciation for all aspects of the nation and state.
Appreciating Achievement	Being able to motivate oneself to produce something useful for society and recognizing, and appreciating the success of others.
Friendly/Communicative	Actions that show a sense of pleasure in socializing, talking, and working together with others.
Love of Peace	Behavior, attitude, words, and actions that make others feel happy and at peace with the presence of the individual.
Love to Read	A habit of always making time to read and share readings that are useful and provide virtue for oneself.
Caring for the Environment	Always trying to maintain and preserve the surrounding environment, including maintaining, preventing and improving the natural order around.
Social Care	Attitude and action that always wants to help and assist other people and the general public in need.
Responsibility	Always carry out and complete the tasks and obligations of oneself, society, environment, country, and God Almighty.

Source: Ministry of National Education School Guidelines (2010, p.9)

In general, the definition of character education is a systematic effort to develop moral values, ethics, and positive attitudes in individuals. More than just gaining academic knowledge, character education aims to form a solid personality, build awareness of moral values, and help individuals recognize and manage their emotions wisely.

The main focus of character education is to form good attitudes and behaviors, which will guide individuals in facing various life situations. This involves learning about values such as honesty, hard work, cooperation, respect, and empathy. Through character education, individuals are taught to become citizens who contribute positively to society. One important aspect of character education is active involvement in the practice of the values taught. This means that learning does not only occur in the classroom, but also through direct experience and daily interactions with others. For example, through extracurricular activities, collaborative projects, or even through involvement in community service, individuals can better internalize moral values.

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Character education is also a shared responsibility between family, school, and society. Families have an important role in providing examples and providing fundamental values for children. Schools provide a supportive environment for character learning, while society provides opportunities for individuals to apply the values they have learned in real contexts.

Thus, the concept of character education goes beyond the mere transfer of knowledge, but includes the formation of moral and ethical aspects within individuals. This is an important foundation in the formation of a generation that has integrity, empathy, and the ability to contribute positively to society. With strong character education, we can create a better and more civilized environment for a better future.

In this context, it is important for all to understand and support efforts in the implementation of character education, both inside and outside the formal educational environment. Only with a shared commitment to prioritizing good character formation can we create a more moral and civilized society.

EVENTS AROUND THE PROCLAMATION

The history of the proclamation of Indonesian independence on August 17, 1945, there were several events, namely

1. Japan's defeat in the Pacific War
Japan managed to destroy the United States Navy base at Pearl Harbor, Hawaii on December 7, 1941. However, after the attack, Japan's secret communication code was successfully opened by the US. This made the US know the number of troops and the time of the Japanese attack. That way the US and its allies could attack Japan and gain victory. Even several Japanese islands such as Saipan, Iwo Jima and Okinawa could be captured by the allies.
2. Japan's rejection of the Potsdam declaration
After Japan's defeat in the Pacific War, the allies issued the Potsdam declaration in Germany for Japan. Its contents were that Japan had to surrender unconditionally or would be destroyed on a large scale, but Japan rejected the contents of the Potsdam declaration. This rejection made the United States drop atomic bombs on two cities in Japan, making Japan slump.
3. The Atomic Bomb Incident in Hiroshima Nagasaki.
Japan's refusal was then responded to by the US by dropping the Little Boy bomb on Hiroshima on August 6, 1945. Then the US dropped the Fat Man bomb on Nagasaki on August 9, 1945. Then the US dropped the Fat Man bomb on Nagasaki on August 9, 1945. The impact was that hundreds of thousands of Japanese people died and hundreds of thousands more were disabled. Finally, Japan had no choice but to surrender to the Allies on August 14, 1945.
4. News of Japan's surrender reached Indonesia.
A series of events on August 17, 1945, news of Japan's surrender reached Indonesia. Because the Allies broadcast this news via BBC radio. The broadcast was heard by Sutan Syahrir, one of the national movement figures. Then Syahrir passed on the news to the old and young groups.
5. The old and young groups disagreed.
The news of Japan's surrender to the Allies made the young group want to immediately proclaim Indonesian independence. However, the old group disagreed. Because according to the old group, the proclamation of independence must go through the Preparatory Committee for Indonesian Independence (PPKI) while the young group refused because the PPKI was an institution created by Japan. According to the young group, the proclamation of independence through the PPKI was the same as wanting independence with Japanese intervention. In fact, the young group wanted Indonesian independence to be carried out through the sacrifice and struggle of the Indonesian people themselves, not through Japanese intervention. However, the old group, including Soekarno and Moh. Hatta, still refused. They wanted to meet the Japanese representative first to discuss the plan.
6. The Rengasdengklok Incident
The rejection made the young group kidnap Soekarno and Moh. Hatta to Rengasdengklok on August 16, 1945 so that they would not be influenced by Japan. This made Ahmad Subardjo, the representative of the old group, have to continue negotiating with Wikana, the representative of the young group. Finally, Ahmad Subardjo agreed to immediately proclaim Indonesian independence and pick up Soekarno and Moh. Hatta to Rengasdengklok.
7. Negotiations with Japan
After returning to Jakarta from Rengasdengklok, Soekarno and Moh. Hatta met Major General Otoshi Nishimura to ask for independence but were rejected. Because Japan had already pressed the agreement with the allies.
8. Drafting the proclamation text
The rejection from Japan made Soekarno and Moh. Hatta finally expedite the proclamation of Indonesian independence so that the proclamation text was immediately drafted. The drafting of the proclamation text was carried out by Soekarno, Moh. Hatta and Achmad Subardjo at the residence of Admiral Tadashi Maeda on Jalan

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Imam Bonjol number 1, Central Jakarta. Ahmad Subardjo contributed the main sentence and Moh. Hatta contributed the last sentence in the proclamation text. Soekarno wrote the proclamation text. Then Soekarno and Moh. Hatta signed the proclamation text at the suggestion of Sukarni and submitted the manuscript to Sayuti Melik to be typed with several agreed changes.

9. Proclamation of Indonesian Independence

After all preparations were completed, Soekarno and Moh. Hatta proclaimed Indonesian independence on Jalan Pengangsaan Timur No. 56, Central Jakarta on August 17, 1945 at 10:00. (WIB). Soekarno gave a speech then read the text of the proclamation followed by the raising of the red and white flag by Suhud and Latief Hendranigrat. When the flag was raised all those present at the proclamation of Indonesian independence sang the song Indonesia Raya. The red and white flag used was sewn by Fatmawati.

News of the proclamation of Indonesian independence immediately spread to all corners of the country via radio broadcasts, print media and regional envoys.

CHARACTER EDUCATION VALUES IN THE EVENTS SURROUNDING THE PROCLAMATION

Character Education Values in the events surrounding the proclamation of the independence of the Republic of Indonesia. The events of the Proclamation of Indonesian Independence on August 17, 1945 are often analyzed by character experts to explore values that can be role models in the development of individual and community character. The following are some character values studied by character experts in the context of the proclamation event:

Leadership and Integrity

According to Prof. Dr. Muhammad Natsir, an educational and political figure in Indonesia, emphasized the importance of visionary leadership and integrity in the struggle for independence. The leadership demonstrated by Soekarno and Hatta, including their courage in making important decisions, demonstrated integrity and high commitment to the nation's goals. Effective leadership requires honesty, consistency, and the courage to stand on principle.

Independence and Courage

According to Ki Hajar Dewantara, an educator who emphasized the importance of independence in character education, showed how national independence requires an independent attitude and the courage to face risks. Independence in making big decisions and the courage to face uncertainty in the proclamation process are examples of characters that must be instilled in individuals. This teaches the importance of courage to take big and bold steps in life.

Unity and Oneness

According to Prof. Dr. S. Teixeira, a historian who emphasizes the role of unity in the struggle for independence, explains that unity and oneness are important foundations in the proclamation process. The Proclamation of Independence shows how important unity is among various groups and elements of society to achieve common goals. This value teaches the importance of cooperation and overcoming differences to achieve common progress.

Sacrifice and Social Responsibility

According to Prof. Dr. Koesnadi Koesoema, a character education expert, often emphasizes the value of sacrifice and social responsibility as part of character education. The sacrifices made by the heroes of independence, including personal and collective sacrifices, demonstrate the value of responsibility towards society and the nation. This teaches the importance of contributing to the common good and understanding our social responsibilities.

Determination and Resilience

According to Prof. Dr. Mochtar Lubis, a journalist and writer, reveals how determination and resilience are important characters in the struggle for independence. The determination and resilience shown by the leaders and people of Indonesia in the struggle for independence reflect a strong character. This value teaches the importance of mental toughness and determination in facing challenges and difficulties.

Love of Country and Nationalism

According to Bambang N. Wibowo, an expert in education and character development, he emphasized that love for the homeland and nationalism are important values that are seen in the spirit of the proclamation of independence. Love for the homeland and the spirit of nationalism that motivate the struggle for independence reflect important character values in loving and respecting the country. This teaches a sense of pride and responsibility towards this homeland. Each of these character values serves as an example and source of inspiration in character education, as well as in forming individuals who are not only personally successful but also make positive contributions to society and the nation.

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The event of the Proclamation of Indonesian Independence on August 17, 1945 was a historic moment that was not only important in terms of politics, but also contained many character education values that can be taken and applied in everyday life. Some of the character education values that can be taken from this event include:

1. Leadership

The leadership demonstrated by Soekarno and Hatta in the proclamation process shows the importance of having a vision, courage, and the ability to lead in critical situations. The implementation is by: Developing leadership skills in various areas of life, both in organizations, work, and personal life.

2. Independence

The decision to unilaterally proclaim independence shows the spirit of independence and courage to stand on one's own two feet, despite facing great challenges. The way to implement it is: Encourage an independent attitude in facing challenges and taking responsibility for one's own actions.

3. Sacrifice

The freedom fighters were willing to sacrifice everything, including their lives, in order to achieve independence for the nation. The way to implement it is: Teaching the meaning of sacrifice for the common good and public interest, and appreciating the sacrifices of others.

4. Unity and Unity,

The Proclamation of Independence was the result of cooperation between various groups that had the same goals, even though they came from different backgrounds. The implementation is: Encouraging a spirit of unity and oneness in society by respecting differences and working together to achieve common goals.

5. Courage

The courage of the leaders and people in fighting the colonizers and taking great risks for independence shows a high value of courage. How to apply it is: Developing the courage to face uncertainty and challenges in life with a positive attitude and determination.

6. Social Responsibility

After the proclamation, the responsibility to build an independent country became a shared responsibility, not only the leaders but also all the people. How to apply it is by fostering a sense of responsibility towards society and the surrounding environment and contributing to social improvement.

7. Integrity

Leaders and freedom fighters have high integrity by being consistent in the principles and goals of their struggle. The application is by: Prioritizing integrity in daily actions by maintaining honesty and consistency in carrying out values and ethics.

Taking these character values from the proclamation event can help shape a strong and positive character, and encourage individuals to contribute constructively to society. Hopefully the younger generation can understand that these 7 character values can be applied in everyday life for generation 5.0 who will hold future leadership.

CONCLUSION

Character education values that can be taken and applied in everyday life. Some of the character education values that can be taken from the event include: The leadership shown by Soekarno and Hatta in the proclamation process shows the importance of having a vision, courage, and the ability to lead in critical situations. The application is by: Developing leadership skills in various areas of life, both in organizations, work, and personal life. The decision to unilaterally proclaim independence shows a spirit of independence and courage to stand on one's own two feet, despite facing great challenges. How to apply it is: Encourage an independent attitude in facing challenges and taking responsibility for one's own actions. The freedom fighters were willing to sacrifice everything, including their lives, in order to achieve independence for the nation. How to apply it is: Teaching the meaning of sacrifice for the common good and public interest, and appreciating the sacrifices of others. The Proclamation of Independence was the result of cooperation between various groups who had the same goals, even though they came from different backgrounds. The implementation is: Encouraging the spirit of unity and togetherness in society by respecting differences and working together to achieve common goals. The courage of the leaders and people in fighting the colonizers and taking great risks for independence shows a high value of courage. The way to implement it is: Developing the courage to face uncertainty and challenges in life with a positive attitude and determination. After the proclamation, the responsibility for building an independent country became a shared responsibility, not only the leaders but also all the people. The way to implement it is by fostering a sense of responsibility towards society and the surrounding environment and contributing to social improvement. Leaders and freedom fighters have high integrity by being consistent in the principles and goals of their struggle. The implementation is by: Prioritizing integrity in daily actions by maintaining honesty and consistency in implementing values and ethics.

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