Character Education for University Student from Psychological Perspective in the Era of Globalization and Multiculturalism

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Abstract

Character education is one of the ways to apply values that reflect our nation's identity and culture to create a foundation for the students' character. In the era of globalization and multiculturalism, new challenges arise that hinder the people's character development, which is the erosion of national identity by foreign culture and the threat to intercultural intolerance. This study is a literature review on the issue of students' character education in the era of globalization and multiculturalism from the perspective of psychology. Character education is imperative to be done in the era of globalization to preserve students' national identity. This character education is expected to facilitate character reinforcement in students without sacrificing the positive impacts of globalization. One of the ways to achieve this is by multiple acculturations where students battle their arguments and perspectives so that they can comprehend and respect each other's perspectives and opinions to achieve mutual understanding and respect of each other perspectives that are affected by ethnicities, beliefs, and cultures. Educators as the main individual responsible for character education can implement control management to internalize the national values in students optimally.

Keywords: *character education, globalization, multiculturalism, value internalization*

1. INTRODUCTION

The rise of globalization has had a significant influence in multiple areas, including character education. Held (1911), as cited in Wollhuter & Niemczyk (2023), implies that globalization can be defined as the intensified interconnectivity of social relations on a worldwide scale. These relationships include a wide range, extending from physical to virtual. Certainly, a multitude of societal elements had a significant role in the escalation of global interconnection. In this discussion, we will concentrate on a select few of the most salient factors. Of course, the revolution in information, communication, transportation, and technology has played a significant role as a societal catalyst in facilitating globalization.

Character education is a method applied in Indonesia to imbue individuals with ideals that serve as a fundamental basis for forming their character. The implementation of character education can commence at an early stage, commencing within the family unit, which assumes a pivotal role in molding the character of each individual throughout their educational journey,

ranging from early childhood education to higher education. The success of character education is influenced by various aspects, one of which is the active participation of external stakeholders, such as educators and the local community. The accomplishment of character education in children can be facilitated through an approach employed by educators, encompassing parents and teachers. This approach involves the implementation of discipline, the judicious application of punishments and rewards, the provision of guidance, the demonstration of exemplary behavior in all activities, and the act of modeling.

To enhance the caliber of education, attention is concurrently given towards educators, who serve as facilitators in developing the growth of students' characters within educational establishments. In his publication titled "100 Ways To Enhance and Morality in School and Youth Settings" (2015), Howard Kirschenbaum presents a comprehensive array of strategies aimed at improving the ethical principles and moral development of students within educational institutions. Several approaches are included: 1) Instilling values and morality; 2) Theoretical Framework for Examining Values and Morality; 3) Enhancing Values and Morality; 4) Competencies for the cultivation of ethical values and the enhancement of moral understanding; 5) The formulation of a values education curriculum (Mubarok et al., 2022).

The implementation of character education in Indonesia is confronted with the obstacle of accommodating a wide range of cultural backgrounds and distinct traditions. The presence of diversity necessitates that individuals within a multicultural society place importance on and demonstrate respect for these variations. Therefore, character education includes a deliberate endeavor to develop positive behavioral patterns inside individuals, fostering their comprehension, competence, and inclination to constantly partake in morally upright conduct. Based on the aforementioned definitions, it can be inferred that character education is an essential disposition that ought to be developed in individuals from a young age in order to build discipline and build a virtuous character (Budiman & Suva, 2018).

Multicultural-based education is an initiative aimed at fostering the development of powerful personal qualities, while also promoting the appreciation and acceptance of many cultural attributes, including but not limited to race, beliefs, language, and numerous cultural facets. Multicultural education in the context of character development for students is anticipated to involve the exploration and examination of issues from diverse viewpoints, with the overarching goal of developing a collective consciousness and promoting an environment of mutual respect and esteem for one another. Acknowledging diversity as an inherent aspect of society involves the imperative of promoting and maintaining principles of tolerance and empathy. This phenomenon promotes a novel recognition that engaging in collaborative efforts with diverse individuals or groups is an essential requirement that should not be disregarded.

2. METHOD

This study contains a literature review or library-based research. Data is acquired by the examination of scholarly literature encompassing books, journals, essays, and research publications that relate to the variables of research.

3. RESULT AND DISCUSSION

Educational psychology is concerned with issues that are closely related to character education." Educational psychology is a science that is used in everyday life and includes three key components to explain:

- Educational psychology is a branch of psychology that is based on study findings.
- Psychology research findings are then synthesized into comprehensive concepts, theories, methodologies, and tactics.
- These concepts, theories, methods, and tactics are systematically grouped into a'repertoire of resources,' which includes a variety of sources containing approaches that can be selected for application in educational practice (Arliman, 2021).

As a component of educational psychology, character education can be incorporated into the active learning process and developed within the curriculum. The goal of character education, particularly for students, is to help people realize their own capacity for constructive self- and environment-talk. To motivate students to dedicate themselves to doing good things is the aim of character education. The goal of educational psychology is to help students understand who they are and what they are capable of. Character education will have a big impact on the development of character education in a time when multicultural environments and globalisation are unavoidable aspects of society.

Globalization is a phenomenon characterized by the reduction of geographical barriers connecting persons worldwide, enabling the seamless exchange of cultural and societal practices, unrestricted by time or location. Globalization is further distinguished by the swift progressions in technology and the boundless reservoirs of information that are readily available for retrieval. Hence, the significance of character education assumes a fundamentally vital role in fostering integrity within each individual. The advent of globalization presents novel obstacles in the formation of a nation's identity. Globalization has been associated with several adverse effects, including the introduction of influences that can potentially impair the moral growth of individuals.

Character education aims to serve as a mechanism for enhancing the ethical character of a nation, therefore having a lasting influence on the future welfare of the nation. In combination with the favorable consequences of convenient technological accessibility within the epoch of globalization, a multitude of adverse consequences impede the process of character development in Indonesia. Globalization's influence also yields adverse consequences on the erosion of a nation's cultural identity, exemplified by the imitation and assimilation of foreign cultures discovered via the internet. Moreover, the adverse consequences of technological progress encompass the inappropriate utilization of the internet for the purpose of accessing and storing aberrant material. Hence, it is imperative to prioritize character education in order to cultivate individuals who possess virtuous principles. The aforementioned principle is evident in the second amendment of the Constitution of 1945, specifically in Article 31, paragraph 2. This constitutional provision stipulates the obligation of the state to strive towards establishing a comprehensive National Education System that promotes religious devotion,

reverence towards the Supreme Being, and the cultivation of virtuous and admirable qualities in individuals, with the ultimate aim of nurturing intellectually and socially adept generations.

According to Sondhaji in Isparwoto (Isparwoto, 2016), multicultural-based education is a process of transmitting values, knowledge, and behaviors aimed at learners to appreciate cultural diversity stemming from ethnicity, religion, culture, and regions simultaneously in support of collectively agreed-upon policies. In secondary school children, cultural values are ingrained in them, enabling them to engage in discussion and competition from many perspectives, often referred to as multiple acculturation. The process of multiple acculturation can be achieved through:

- Forming discussion groups with varied backgrounds.
- Allowing students the freedom to express their viewpoints and engage in disputes.
- Discussing current concerns.
- Encouraging students to participate in religious activities.
- Encouraging students to experience events in new surroundings, such as visiting a different location and staying with local residents.
- Training students to appreciate the positive characteristics of others.
- Training students to tolerate differences and failings.
- Assigning students to shoot traditional activities of various ethnic, religious, and cultural groups.

The process of internalizing values through the use of control management strategies plays a pivotal role in enhancing the character education of children. The character system is comprised of various components during its establishment, namely the attributes or circumstances of students (representing the result of the character education system), sensors (instruments used to assess student attributes), comparators (tools used for comparing or referencing against actuality), and activators (systems for rectifying deviations and restoring the system to desired outcomes). In order to achieve effective functioning of character management control, it is imperative that various conditions are fulfilled, specifically:

- A process for continuous character control.
- Control is an integral component of the management process, particularly in the final stages of management.
- Control is implemented at all levels of the hierarchical structure within the school community.
- Control considers the prospective accomplishments of students.
- The implementation of character control is being strategically devised.
- Control functions as a measure of institutional accomplishment.
- Control in educational settings can lead to observable disparities between the input provided to pupils and the resulting development of their character. According to the study conducted by Mubarok et al. (2022)

Considering that control is a fundamental aspect of the management process, it is imperative that this control be designed to effectively maximize resource utilization, optimize motivation levels, correct errors through appropriate corrective actions, and uphold discipline within the organization. The comprehensive activities involved in the management of internalization value control include observation, communication, incentive, supervision, evaluation, and provision of feedback (Mubarok et al., 2022)

A. Observation

The observation of students encompasses the examination of their cognitive aspect, which pertains to their acquisition of knowledge through practical and theoretical learning assessments. Additionally, the psychomotor aspect is taken into account, which involves evaluating the students' physical skills and abilities. Lastly, the affective aspect is considered, which encompasses the students' behavior, both positive and negative, as an indication of their efforts to internalize values and principles (Mubarok et al., 2022)

B. Communication

Communication can be understood as the process by which knowledge is exchanged between educators and learners through diverse means. These methods encompass informative communication, which involves the transmission of new information or knowledge, persuasive communication, which aims to influence attitudes, perspectives, and behavior, and instructive/coercive communication, which involves the imposition of one's will through the use of negative reinforcement (Mubarok et al., 2022)

C. Motivation

Motivation serves as a fundamental driver that seeks to encourage the acquisition of knowledge and the development of constructive behaviors in order to achieve desired outcomes and accomplishments. There are several activities that can be employed to augment motivation, drawing upon several theoretical frameworks, including Maslow's Hierarchy of Needs theory and the Intrinsic-Extrinsic Motivation theory. In practical application, strategies employed for developing students' enthusiasm for learning encompass the utilization of captivating and suitable pedagogical approaches and instructional resources, encouraging high-intensity interactions occasionally infused with comedy, incorporating pertinent examples and analogies, and ensuring optimal instructor efficacy (Mubarok et al., 2022).

D. Supervision

The purpose of supervision is not to actively search for errors, but rather to encourage growth and discover areas for improvement that can ultimately enhance the overall quality of work. Educators play crucial roles in the supervision of their students, encompassing several significant responsibilities such as:

  i.   Offering support, direction, and oversight.
  ii. Enforcing regular disciplinary measures to regulate pupils' behaviors in compliance with set regulations.
  iii. Fostering and developing several dimensions of students, encompassing information acquisition, fundamental skills development, ethical values, and accountability.

iv. Objective is to fulfill the role of a positive exemplar for kids (Mubarok et al., 2022).

E. Evaluation

Evaluation refers to a systematic and recurring process of assessing the accomplishments of students. The evaluation will adopt a holistic approach, encompassing both outcome-based and process-based assessments. Moreover, this phenomenon beyond the scope of teacher assessment of students and encompasses self-assessment conducted by students themselves, facilitating their recognition of areas for personal growth and development (Mubarok et al., 2022).

F. Feedback

The provision of feedback plays an essential role in the comprehensive pedagogical and educational process. Feedback plays a crucial role in providing students with information, reinforcement, and motivation in relation to their progress and accomplishments in learning. There are three crucial elements that comprise feedback:

    i. Acknowledgment of the intended objectives: It is imperative for students to comprehend the criteria for achievement or learning outcomes within the pedagogical and educational process. This includes having a clear understanding of the desired level of proficiency, which should be effectively communicated in a transparent manner.

    ii. Demonstrating Progress at Each Stage: The parties concerned have the ability to monitor and assess the level of achievement at each stage. This can be effectively performed by developing a comprehensive checklist that visually represents the progress made towards fulfilling the students' learning objectives.

    iii. Comprehension of ways for bridging the disparity between desired outcomes and actual accomplishments: Educators ought to possess the capacity to furnish or aid pupils in discovering techniques and approaches that can be employed to enhance academic performance, consequently diminishing the discrepancy between desired targets and actual achievements (Mubarok et al., 2022).

4. Conclusion and Recommendation

The significance of character education for students, viewed through a psychological lens, is crucial in the context of globalization and diversity, as it plays a crucial role in fostering and preserving strong student character. The incorporation of character education within the educational framework is anticipated to align with the principles of multiculturalism, wherein students are equipped with elevated levels of tolerance, empathy, and a collective spirit, all while demonstrating respect for the diverse components of ethnicity, religion, and culture. The aforementioned objective is accomplished by the enhancement of teachers' role as character educators, by employing strategies that facilitate the internalization of values, therefore promoting the optimal development of students' character.

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