Character Education's Role in Islamic Education and Its Impact on Social Affairs

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Abstract

Education is the main foundation in forming individual character, especially social care character which shows concern for the social environment. This essay discusses how cultivating a caring personality can help solve many problems in the Indonesian education system. One focal point is the disturbing trend of contemporary education to ignore the need for good character development. Character education, especially as outlined in the 2013 Curriculum, is recommended as a means to achieve this goal, with the aim of producing citizens who are not only intelligent but also really care about the welfare of others. Scholars such as Gardner and Bandura, whose opinions are echoed in the essay, emphasize the need for social concern. One part of the proposed comprehensive and integrated research strategy is the incorporation of social care values into the curriculum and co-curricular activities. Active learning tactics, role-play activities, and reflective conversations are tools that can be used to help students grow into socially responsible individuals. Our hope is that the ideas and strategies presented in this article will significantly change the way character education is understood and implemented in the field of social care. In conclusion, it is underlined how important it is to cultivate the character of social care in order to create people who are ethical and proactive in creating positive change in society. Comprehensive strategies and cross-sector collaboration are needed to overcome difficulties such as lack of information, implementation in schools, the influence of the digital era, and multidimensional crises if we want to achieve successful character development in modern social dynamics.

Keywords: Development, Social Caring Character, Islamic Education

INTRODUCTION

Education is a methodical plan to increase the level of human brain power available by expanding his cognitive capacities. With the aim of fostering "better, more dignified personal development and strengthening the values recognized by society", education functions as a vehicle for character formation in this view (Surahman & Mukminin, 2017:82). Education in Indonesia is currently filled with various problems which seem to be increasing. Even though schools are intended as a forum for developing all aspects of national life, in practice society tends to prioritize training the left brain (cognitive) over the right brain (emotional). The increasing generation that has a high level of academic intelligence but low achievement in the field of character and morals is evidence of this phenomenon (Rakhmawati, 2013:83).

Therefore, educational institutions, especially schools, have a big obligation to overcome the obstacles that arise in the field of education. A potential strategy to overcome this problem is to include character education, as regulated in the 2013 Curriculum. The hope is that this can help grow human resources who have superior moral fiber in addition to sophisticated cognitive abilities (Ismail & Sumadi, 2018).

Through implementing this strategy, educational institutions are expected to foster the development of positive values, including integrity, honesty and a sense of responsibility. Thus, graduates from educational institutions will become individuals who are not only competent in the academic field, but also have a strong moral foundation to face challenges in everyday life. In the context of an increasingly complex global society, character formation is no longer only focused on academic achievement, but requires strong moral and social dimensions. As a solution to the need for humans who are not only intelligent but also sensitive to the needs and social dynamics around them, cultivating a socially caring character is something that stands out (Syahid & Husni, 2018). Primary attention to individual character development has become a central focus in educational frameworks and community development efforts. Character formation is not limited to achieving academic achievement alone, but also includes moral and social dimensions which are an integral foundation in the educational process. Having the ability to empathize with the needs and suffering of others is considered important in these situations, and the development of self-compassion is seen as a key aspect in this process.

Instilling these ideals in children from an early age really determines the success of character education which is the basis for building a nation's identity. The nurturing side of a person's personality is one thing that must be immediately cultivated. Social caring character refers to a character dimension that shows a person's concern for the social aspects around him, including the family environment, school

environment and society as a whole. This involves individual awareness and responsibility for the welfare and needs of others as well as concern for the dynamics within various social layers (Nurfadilla et al., 2020:9).

The importance of developing socially caring character has been recognized by many education and psychology experts. Gardner (2006:12) states that character development is an integral part of holistic education, where individuals are not only given factual knowledge but are also formed as responsible and caring citizens of society. In addition, Bandura (1999:22) puts forward the significance of the role of social experience as a crucial element that has a major impact in shaping individual behavior, including in the process of developing a socially caring attitude which plays a central role in shaping a person's emotional and social maturity.

The choice of research methods is a critical aspect in supporting the goal of developing social caring character. The method proposed in this article adopts a holistic and integrated approach as a framework. This holistic approach includes the integration of social care values into the academic curriculum as well as in extracurricular activities, creating a learning environment that is rich in social context (Mardiah & Al-hamdani, 2017). In detailing the method, this research also utilizes active learning techniques to increase student involvement, simulated social situations to provide practical experience, and reflective discussions to deepen their understanding of the surrounding social reality. Through this approach, the research aims to create a method that is not only theoretical but also practical in forming social caring character in individuals. By combining careful and focused research methods, it is hoped that this article can make a significant contribution to the understanding and effective implementation of social care character development in an educational context.

METHOD

Explicitly, this study employed a literature review methodology. Several actions are associated with the literature analysis technique. These activities encompass techniques for acquiring data from the library, engaging in reading and note-taking, and managing research resources. An alternative phrase frequently used to describe this research is a framework, concept, or approach for analyzing and organizing the data gathered throughout the study. This implies that the source being referenced (such as a book, journal, or magazine) should be both pertinent and up-to-date, reflecting the latest advancements in the field, and aligning with the information present in the reference materials. The material examined encompasses books and scientific publications that pertain to the modernization of education in Indonesia.

RESULTS AND DISCUSSION

A socially concerned protagonist is a character who actively cares about the welfare of the people around him. Those who have a high sense of social compassion are more sensitive to the suffering of others and are more willing to provide help if asked. The capacity for empathy and sensitivity to the emotions of others is an integral part of a socially caring personality. According to Philips in (Amaniyah & Nasith, 2022:83) In a system, individual thoughts, attitudes and actions are based on a set of values. The government lists "concern for others" as one of 18 character characteristics it recommends instilling in children. Those who care socially will try as much as possible to help those who are less fortunate, as expressed by (Tabi'in, 2017:80). Therefore, social care is a manifestation of how society recognizes and fulfills the needs of other people around them.

It is important to remember that "social care" includes more than just providing basic needs such as food, money, and shelter. According to Wiyani (2018:75) social care can also be realized in non-material forms, such as providing support, encouragement, advice, or even in simple ways such as a smile which can provide calm. Thus, social care is a real expression of empathy towards other people, which is implemented through various forms of positive action according to individual abilities.

Having a socially caring character means having the emotional capacity to care about the welfare of the community and the people in it. Caring for others and being able to provide assistance are characteristics of this personality. What we know about social care comes from books and studies on the topic, as well as from teaching character and social studies, and from incorporating lessons on social and environmental responsibility (Ainusyamsi, 2021). Character that is exemplified by prosocial attitudes and behavior towards fellow humans is called "social concern". Politeness towards others, tolerance for other people's differences, and avoiding actions that could cause distress to others are examples of social caring behavior. Acts of mutual love and peace in facing different circumstances also reveal the essence of social concern (Amaniyah & Nasith, 2022).

Developing Socially Caring Characters in Education

Education has a central role in shaping individual character. Schools are an ideal place to encourage the development of socially caring characters. Teachers have a responsibility to create a learning environment that encourages collaboration, empathy, and concern for differences. Through social learning and extracurricular activities that focus on social care, schools can be the main catalyst in forming socially caring characters in the younger generation. The process of developing social caring character in education is a step that involves various learning methods and elements. This approach uses role-playing and organizing daily, weekly, monthly, and annual events to instill a strong understanding and facility in implementing fundamental

ethical ideals. Through role-playing, students can experience firsthand social responsibility and diverse perspectives. Furthermore, the integration of daily, weekly, monthly and annual activities creates a comprehensive learning environment, where social care values are instilled through continuous experience (Wibowo, 2012:5).

Social care character education has significant relevance, especially when instilled from an early age. Early childhood is considered a critical period in human development, where the values and attitudes instilled have long-term impacts. Therefore, it is important to incorporate a role-playing learning approach into the social care character education paradigm (Putry, 2018:147). This approach is not only relevant at the basic education level but can also be applied up to the tertiary level in the context of formal education. The development of social care character in schools shows that these values are not only theoretical concepts, but can also be internalized through various levels of education. Because the primary goal is to instill in students a sense of responsibility for the well-being of themselves, their communities, and future generations, social care character education is an integral element of the educational experience.

Factors that Influence the Development of Socially Caring Characters

The development of social caring character in individuals is influenced by a number of factors involving internal and external aspects. An in-depth understanding of these factors is key in designing effective educational strategies in forming socially caring characters. First, family environment. The family environment plays a central role in forming socially caring character. Parenting patterns that provide examples of social caring behavior, open communication, and consistently instilling moral values can trigger the development of socially caring character in individuals (Eisenberg et al., 1998:241). Second, the school environment. Schools offer extraordinary opportunities to form citizens who respect others and contribute to society. Teachers can play an important role in developing students' socially concerned character through their own example, extracurricular activities that encourage collaboration and empathy, and a curriculum that embraces social care ideals (Catalano et al., 2004:98).

Third, interaction with other people or peers. Relationships with peers are very important for the development of a compassionate personality. Through these interactions, individuals learn to empathize, cooperate, and respond to the needs of others. Fourth, Media and technology. Exposure to media and technology also influences the development of socially caring character. Media content that promotes the values of care and justice can shape individual perceptions and attitudes towards their environment (Anderson et al., 2003:81). Lastly, individual factors. Differences in individual characteristics, such as the level of empathy and sensitivity towards other people, also influence the development of socially caring character. Genetic factors

and inherited predispositions can influence the extent to which individuals are able to internalize social care values (Knafo & Plomin, 2006:147).

Positive Impact of Social Caring Character Development

The growth of a compassionate personality benefits society as a whole. People who put others before themselves tend to be cooperative, sympathetic, and skilled communicators. They are helpful and cooperative team members and know how to handle disputes tactfully. Teachers can do a lot of good by inspiring students to be more empathetic. Catalano et al. (2004:100) found in their research that, a socially caring school climate will encourage student success. Students with empathetic personalities are more likely to work together and develop positive friendships (Catalano et al., 2004:100). Furthermore, social caring character influences an individual's ability to empathize. The results of research by Catalano et al. (2004:100) show that individuals with socially caring characters have better ability to empathize. They can understand and respond to the needs and suffering of others better, build close relationships and support each other (Catalano et al., 2004:100). The three characters based on caring and social concern produce accountable humans. People who care about the well-being of their community are more likely to take part in community events and actively seek answers to the challenges they face. Therefore, the development of socially caring character not only affects individuals personally but also makes a positive contribution to the broader social order ((Catalano et al., 2004:100).

The Important Role of Socially Caring Characters

The important role of social care character is vital in various aspects of life, especially in forming individuals who care about their social environment. The following is a discussion of the important role of social care character. There are several important roles of social care character: First, in the context of character education, the implementation of this approach is the result of a deliberate and conscious effort to support the understanding, attention and application of core ethical values in each individual human being. In this context, the role of social care character becomes very important in forming individuals who not only understand ethical values deeply, but are also able to show sensitivity and concern for the complex dynamics in their social environment (Fadhilah, 2022:31).

Social care character not only functions to enrich understanding of ethical values, but also to strengthen the social aspects of character education efforts as a whole. This involves empowering individuals to develop awareness of relevant social issues, fostering empathy for the experiences of others, and encouraging active involvement in initiatives aimed at enhancing shared prosperity. This approach not only builds individual individual character, but also injects a deep social dimension.

Character education, especially through social care character, envisions a process that involves harmonizing ethical values with real daily actions, forming an inclusive social ecosystem and strengthening the foundations of justice in society.

Second, implementing a caring character in the realm of student activities in higher education is a strategic solution that can effectively respond to and overcome the challenges of delinquency that are often experienced by the younger generation. The importance of cultivating a caring character is not only limited to the scope of higher education, but has been measured since the elementary education stage. This strategy is an integral part of ongoing character education efforts, which aim to provide a solid foundation for the development of positive and moral values in students (Susilaningtyas, 2016:27).

The process of implementing caring character at the tertiary level not only acts as a response to the problem of delinquency in the younger generation, but also represents a holistic preventive step. In this way, this approach not only touches on the responsive side, but also provides a solid foundation for early prevention of behavioral problems. Therefore, introducing caring character at various levels of education is a well-planned strategy, forming an integral and sustainable foundation for student character formation.

Third, the centrality of teachers in the process of developing caring and loving citizens among their students. A teacher's role is more than just teaching students; they should also monitor their development inside and outside the classroom. A strong sense of social awareness can be developed in children with the help of engaged and caring teachers. This supervision is not only limited to the academic component, but also includes the promotion of social and ethical principles, building a solid framework for the formation of socially sensitive character. (Amaniyah & Nasith, 2022).

Finally, the importance of social activities as a medium for developing social awareness becomes more apparent. It is generally accepted that people may learn to behave selflessly when they see others in need. Social concern includes not only a sincere desire to help others, but also the practical knowledge to do so in a number of situations. Therefore, by participating in various kinds of extracurricular activities, people can strengthen their social care character, creating an environment in which the desire to make a contribution being positive towards society becomes a value that is well integrated in everyday life (Amaniyah & Nasith, 2022).

The previous debate leads us to the conclusion that the type of social concern has a significant influence in forming a society that cares about society. This process involves the development of ethical values, awareness of social issues, and active participation in activities aimed at improving collective welfare. Character education,

especially the focus on socially caring character, not only creates individuals who understand ethical values, but also individuals who actively contribute to the improvement of society.

The character of social care is not just a theoretical concept, but is a view of life that is internalized in daily actions. Teachers as educational agents have a major role in instilling these values in students, while social activities become a concrete forum for developing social caring attitudes. Thus, this conclusion confirms that social care character is a strong foundation in forming individuals who are not only ethical, but also actively involved in creating positive changes in their social environment.

The Challenges in Developing Socially Caring Characters

Developing a compassionate character is fraught with many obstacles that must be considered when trying to instill these values in individuals, especially among the younger generation. Some of these obstacles include: First, awareness and understanding: The main challenge in developing social care character is ensuring that individuals have sufficient awareness and understanding of the importance of social care in social life. This awareness involves a deep understanding of social values, responsibility towards others, and the role of individuals in creating a just and sustainable society. Lack of awareness and understanding can be an obstacle, because individuals may lack motivation or be unable to link social care values with real actions in everyday life. Therefore, approaches to character education need to focus efforts on strengthening individual awareness and understanding of the positive impacts that social care actions can produce (Dalimunthe, 2016:98).

Second, implementation in Schools: It is important to take seriously the issue of introducing lessons about social responsibility and empathy into the classroom. This challenge relates to the need to develop effective strategies so that social care values can be implemented consistently and comprehensively throughout the educational environment. An integrated and sustainable approach is needed to ensure that these values are not only formally recognized but are also reflected in behavior, daily interactions and the overall school culture. In the context of implementation in schools, it is important to create an environment that supports the development of social care characters. This includes integrating these values in the curriculum, developing school policies that support character education, as well as active involvement of the entire school community. The role of teachers and educational staff is also crucial in showing role models and supporting students in practicing social care values (Dalimunthe, 2016:87). Along with this, effective strategies need to be designed so that social care values are not just rhetoric but are actually realized in daily actions and decisions. Additionally, regular evaluation of this implementation is necessary to assess the level of success and adjust strategies if necessary. Thus, the challenges of

implementation in schools emphasize the importance of a holistic and sustainable approach to forming social care character among students.

Third, the influence of the Digital Era: The influence of the digital era brings new challenges, especially for the younger generation which continues to grow. These challenges involve the impact of technology and information that can influence their behavior, understanding and values. Therefore, it is important to equip the younger generation with adequate digital literacy so that they can deal with information that may be negative and not get caught up in the detrimental impacts of technological progress. In this context, digital literacy is key in helping young people filter, understand and evaluate the information they receive through digital media. This includes knowing how to identify trustworthy sources, distinguish between fact and fiction, and react critically to material found online. Digital literacy also provides protection against potential negative impacts, such as harmful content, hoaxes, or unethical online behavior (Anggit, 2021:32). By prioritizing digital literacy in character education for social care, the younger generation can be more effectively equipped to confront the complexities of the digital era. By possessing a comprehensive comprehension of the ethical utilization of technology and information, individuals can play a constructive role in constructing a society online that is both inclusive and ethical.

Fourth, multi-dimensional crisis: Complex social challenges, especially in the form of multi-dimensional crises and a decline in the quality of the nation, become significant obstacles in efforts to develop socially caring character. Multi-dimensional crises include various aspects, such as economic crises, social conflicts, inequality, and environmental issues, all of which can have a negative impact on social values and community welfare (Anggit, 2021:35). Efforts to develop a socially caring character become increasingly complex when faced with a multi-dimensional crisis, because individuals need to form a socially caring attitude amidst difficult and diverse conditions. Economic uncertainty, social tension and inequality can become obstacles to the formation of a solid socially caring character. Apart from that, the decline in the quality of the nation that may occur as a result of the crisis can also be detrimental to character development efforts, because people tend to focus on basic needs and survival rather than on social values (Sadjad, 2022). To overcome this challenge, a comprehensive and coordinated strategy is needed that not only addresses the direct impacts of the crisis, but also strengthens the values of social care as part of reconstruction and recovery. Social care character education needs to provide a deep understanding of complex social contexts and equip individuals with adaptation and resilience skills to face challenges arising from multi-dimensional crises.

In facing this challenge, there needs to be cooperation between various parties, including families, schools and society at large. Social care character education

must be an integral part of the formal and informal education process, and supported by an environment that promotes social care values. Apart from that, strengthening digital literacy is also important in facing the challenges of the digital era. In this way, efforts to develop social caring character can be more effective and sustainable

CONCLUSION

This essay examine the methods by which schools might cultivate students' empathetic dispositions towards their peers. Educational goals encompass more than just academic achievements; they should also encompass the development of strong moral character. According to the 2013 Curriculum, one of the proposed remedies is to incorporate character education, specifically focusing on social care character. Social care is characterized by a positive disposition towards others, encompassing qualities such as empathy, compassion, and the capacity to offer aid, both in tangible and intangible ways. Character education in social work yields several beneficial results, including heightened empathy, enhanced interpersonal connections, and increased civic duty. The challenges in cultivating social care character encompass fostering individual consciousness and comprehension, integrating it into the educational setting, grappling with the impact of the digital age, and confronting complex and multifaceted issues. To solve this difficulty, a comprehensive and unified approach is required, with teachers, families, and communities playing a crucial role in shaping a compassionate social character. Through comprehending and surmounting these obstacles, the implementation of character education in social care can establish a robust basis for cultivating individuals who are not only morally upright, but also actively engaged in effecting constructive transformations within their social milieu.

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