ESTABLISHMENT OF INTELLIGENT CHARACTER EDUCATION THROUGH APPROACH TO LEARNING

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Abstract

Character education is one of the important and needed educations in the development of students, for that we need to instill this intelligent character education, of course, intelligent character education cannot just grow within students, we need several approaches, one of which is an approach In learning, the purpose of this research is to find out how approaches in learning can shape intelligent character education. The methodology used in this research is a literature study with a descriptive narrative approach. The results of this study are approaches in learning that can support the formation of intelligent character education, namely quantum learning which is based on suggestions that can and will definitely affect learning outcomes, active learning which has the principle of optimizing the use of all the potential that exists in children, accelerated learning which is a A learning technique that adopts the concept of using various inputs in parallel, the last one is hypno teaching where this learning aims to reduce the frequency of brain waves so that students become comfortable and more receptive to suggestions in accepting positive values from the learning process.

1. Introduction

Character education is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). According to Ade & Neviyarni (2021). Character education is an activity that is carried out seriously in guiding and fostering students. Character education, which links the components of knowledge, feelings, and actions. (Williams, et al; Triatmanto, in Ade & Neviyarni).

There are a number of functions contained in character education, namely: (1) developing students' basic abilities, organizing good student thinking, and directing student behavior in a better direction, (2) building and strengthening the behavior of diverse citizens, (3) advancing national civilization. In its context, family, school and community environment character education can be used as media in shaping individual character

With character education that is applied systematically and continuously, a child will become emotionally intelligent. Emotional intelligence is an important provision in preparing children for the future, because someone will more easily and successfully face all kinds of challenges in life, including challenges to succeed academically.

According to Ratna Megawangi, Founder of the Indonesia Heritage Foundation, there are three stages of character formation: first, Moral Knowing, namely understanding well in children about the meaning of goodness. Why should behave well. Why behave well. And what is the second benefit of good behavior, Moral Feeling, which is to build a love of good behavior in children which will become a source of energy for children to behave well. Building character is by growing it. Third, Moral Action, namely how to make moral knowledge into real action. This moral action is the outcome of the previous two stages and must be repeated in order to become moral behavior

With these three stages, the process of character building will be far from suppressing doctrinal impressions and practices, on the contrary, students will love to do good because of internal encouragement from within themselves. Of course, these three stages will be implemented through a learning approach that

will be carried out in learning activities, so that from this learning approach it is expected to form intelligent character education.

2. Method

To discuss the formation of intelligent character education with an approach to learning, this research uses a literature study through various reading materials and the method used is descriptive narrative with the aim of explaining how approaches in learning can form intelligent character education.

3. Result and Discussion

One of the approaches used in the formation of intelligent character education is learning. Character learning can be carried out in every learning activity in the classroom, both in formal and non-formal education, and in the field of other educational units.

a. In the character education class, the learning process is carried out on each learning material and learning activities that are specially arranged.

b. Character learning in educational units, whether formal or non-formal, is carried out using various activities which are accompanied by all students, teachers, and parties related to the teaching and learning process.

c. Not only in educational units, both formal and non-formal, in formal and non-formal education units, character learning can be carried out in extracurricular activities and other activities attended by all or part of students, which are designed by formal and non-formal education units, starting from the beginning of the year. teachings.

The various forms of learning used in order to form intelligent character education are as follows:

a. *Quantum learning*

Quantum Learning is a learning model that activates students. Student activity in this case is done happily, comfortably, easily and with a high success

rate. According to Bobbi DePorter and Mike Hernacki (In Arifin, 2011), that Quantum Learning is rooted in the efforts of Dr. Georgi Lozanov, a Bulgarian educator who experimented with what he calls "suggestology" or "suggestopedia" (which some say sparked the entire Accelerated Learning movement). The principle is that suggestions can and do affect the outcome of a learning situation, and every detail gives a positive or negative suggestion. Some of the techniques he uses to give positive suggestions are seating students comfortably, putting on background music in the classroom, increasing individual participation, using posters to make a big impression while highlighting information, and providing teachers who are well trained in the art of teaching suggestion.

Quantum Learning is an overall model that covers both educational theory and rapid classroom implementation. It draws the foundational best practice of integrated research in education into a whole, which makes content more meaningful and relevant to students' lives. This model also combines learning and life skills, producing students as effective learners as long as they are responsible for their own education.

There are several strategies or stages that can be done in quantum learning, namely (Sanusi, in Ade & Neviyarni, 2021):

1) Ambak's Strength.

Ambak is the motivation that is obtained from mental selection of the benefits and consequences of the chosen decision. Motivation is needed by students in learning. In this section the teacher motivates each student to understand the meaning of every experience or event he has lived in this case is the learning process.

2) Improving the learning environment.

In the implementation of learning, it is necessary to arrange an atmosphere or learning framework for students, so that student learning becomes exciting, this will increase student focus and eliminate boredom while studying.

3) Cultivate a winning attitude.

This needs to be done by the teacher so that students are motivated in learning. Teachers should give praise or give prizes to student success, and also not only students who are successful in learning who are given praise, but also students who have not been able to master the learning material. By cultivating a winning attitude, students will feel more valued by the teacher.

4) Free your learning style.

Each student has a variety of learning styles such as, visual, auditory and kinesthetic. In this quantum learning learning, the teacher needs to give students the flexibility to choose a learning style that suits them.

5) Get into the habit of taking notes

Learning will be a creative activity if students not only receive learning materials, but also students can express or explain what they get from the learning.

6) Get used to reading

Reading is one of the important activities for students. With the habit of reading, it will be able to increase students' vocabulary, increase knowledge and improve memory.

7) Make students more creative.

Students are able to produce brilliant ideas when studying if they have a good creative attitude.

8) Train memory power.

To obtain optimal learning outcomes, students need good memory power in learning, so teachers need to train students' memory strengths well.

b. *Active Learning*

Active learning is intended to To optimize the use of all the potential possessed by students, so that all students can achieve satisfactory learning outcomes in accordance with their personal characteristics. In addition, active

learning is also intended to keep the attention of students / students in order to stay focused on the learning process. According to Ade & Neviyarni (2021) Active learning is learning aimed at moving students to learn by using active learning methods. Learning activities in this learning theory are filled by students who use their thoughts in finding meanings/concepts and solving problems related to the material being studied.

Meanwhile, learning activities are also intended to train physical skills and prepare students mentally. From the previous explanation, it can be concluded that Active learning is a learning theory that involves students actively in the teaching and learning process in terms of the deep interaction between teachers and students. In the active learning method (active learning) each new subject matter must be linked to various previous knowledge and experiences. New subject matter is actively provided with existing knowledge. So that students can learn actively, teachers need to create appropriate strategies in such a way, so that students have high motivation to learn. (Mulyasa,2004:241)

In active learning there are several characteristics, namely:

1) The essence of active learning learning theory is not focused on the presentation of material/information by the teacher, but rather on building and developing students' ability to think critically in analyzing the problems/teaching materials being discussed,

2) In this case, students not only pay attention to the subject matter, but students are more concerned with carrying out activities related to student subject matter,

3) Active learning learning theory in its implementation tends to emphasize the exploration of values, attitudes, and behaviors related to teaching materials,

4) In this study, students are required to tend to think critically when analyzing, as well as in carrying out learning evaluations,

5) In this learning theory there is faster and dynamic feedback

L. Dee Fink (1999) suggests an active learning model as follows.

1) Dialogue with oneself, is a process in which students begin to think reflectively about the topic being studied. They ask themselves what they think or should think, how they feel about the topic being studied. At this stage the teacher can ask students to read a journal or text and ask them to write down what they learned, how they learned, what effect the reading had on them.

2) Dialogue with other people is not meant as a partial dialogue as happens in traditional teaching, but a more active and dynamic dialogue when the teacher makes small group discussions about the topic being studied.

3) Observation occurs when students pay attention or hear someone who is doing something related to what they are learning, whether it is the teacher or their own friends.

c. *Accelerated Learning*

Accelerated Learning is a learning technique that adopts the concept of utilizing various inputs in parallel, for example: mixing storytelling and reading, visual and graphic simulation. This method speeds up the learning process significantly for both children and adults. Because the brain as a knowledge storage medium can receive and process in parallel inputs from various senses (input channels). One way to increase the speed of the learning process is to use multiple input channels at once effectively.

Accelerated learning theory is a learning theory based on constructivism theory. A method to build student learning activities into a fun process is accelerated learning. Accelerated earning is a more modern learning theory that is currently being applied. Using Accelerated Learning in teaching and learning procedures offers many benefits for both teachers as educators and students as students.

Accelerated learning is a learning concept based on natural human life. Accelerated learning aims to reduce the mechanistic nature and seeks to humanize students in the learning process, as well as placing students at the

center of the learning system. Students are not filled with information but stimuli so that they are motivated to learn and practice by using all the potential they have and strive to achieve the learning goals set.

The essence of accelerated learning is seen from its fast, fun and satisfying implementation. Fun in the sense that students' interest increases when learning takes place, in this case students act fully in the learning process, so that there is meaning in student learning. The most important thing in Accelerated Learning is the concept of wholeness, namely the whole in science, individuals, organizations, and life itself. This is very contrary to the concept of compartmentalization in the subject curriculum, which directs students in learning and life. We need to bring the physical and mental whole back together in learning. Students are no longer passive consumers but active innovators and creators.

Furthermore, according to Ade & Neviyarni (2021) there are several kinds of assumptions for accelerated learning to run optimally, namely: 1) a positive learning atmosphere, 2) students play a full role, 3) there is cooperation between students, 4) appropriate diversity. for all student learning styles, 5) contextual learning.

According to Meier (Mayliana & Sofyan, 2013; in Ade & Neviyarni, 2021) the principles of Accelerated Learning include the following:

1) Learn to Involve the Whole Mind and Body.

Learning does not only use the "brain" (conscious, rational, using the "left brain", and verbal), but also involves the whole body/mind with all its emotions, senses, and nerves.

2) Learning is Creating, Not Consuming.

Knowledge is not something that the learner absorbs, but something that the learner creates. Learning occurs when a learner integrates new knowledge and skills into his own existing structure. Learning is literally to create new meanings, new neural networks, and new patterns of electrochemical interactions within the whole brain/body system.

3) Cooperation Helps the Learning Process

All good learning endeavors have a social foundation. We usually learn more by interacting with friends than we learn by any other means. Competition among learners slows down learning. The cooperation between them accelerated it. A learning community is always better off than a few individuals learning alone.

4) Learning Takes place at Many Levels Simultaneously.

Learning is not just absorbing one small thing at a time linearly, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and subconscious, mental and physical) and makes use of all the receptors, senses, pathways in one's total brain/body system. After all, the brain is not a sequential processor, but a parallel processor, and the brain will thrive if it is challenged to do many things at once.

5) Learning Comes from Doing the Work Itself (with Feedback).

Learning is best in context. Things that are learned separately will be difficult to remember and volatile. We learn to swim by swimming, how to manage something by managing it, how to sing by singing, how to sell by selling, and how to pay attention to the needs of consumers by paying attention to their needs. Real, concrete experience can be a much better teacher than something hypothetical and abstract—provided there are opportunities for total dive-in, feedback, reflection, and throwback.

6) Positive Emotions Really Help Learning.

Feelings determine the quality and quantity of one's learning. Negative feelings get in the way of learning. Positive feelings accelerate it. Stressful, painful, and depressing learning cannot outperform learning that is fun, relaxing, and engaging.

7) Brain-Image Absorbs Information Instantly and Automatically.

The human nervous system is more of an image processor than a word processor. Concrete images are much easier to capture and store than verbal abstractions. Translating verbal abstractions into various types

of concrete images will make the verbal abstractions faster to learn and easier to remember.

There are several steps in accelerated learning (Meier, 2002), namely:

a) Preparation technique In this preparation technique there are several elements that must be met, namely:

(1) There are positive suggestions for students

(2) There is a physical environment that supports students to learn

(3) There is a definite and meaningful goal

(4) Has benefits for students

(5) The existence of facilities and infrastructure in student learning planning

(6) There is a supportive social environment

(7) Full involvement of the learner.

b) Delivery technique ian.

At this stage the delivery of learning is aimed at students in starting the learning process in a positive and interesting way, and not just something the facilitator does, but something that actively involves the learner in creating knowledge at every step.

c) Training techniques.

This stage is an important stage in this learning. Because it is at this stage that accelerated learning actually takes place.

d) Appearance technique

The purpose of this performance technique is to ensure that learning remains attached and successfully applied to students.

The fast learning strategy in Accelerated Learning is a combination of methods divided into six basic steps that can be easily memorized using the abbreviation M-A-S-T-E-R. The kata was coined by leading Fast Learning (CBC) trainer Jayne Nicholl. The meaning of M-A-S-T-E-R according to Colin Rose and Malcom J. Nicholl is as follows:

1) Motivating Your Mind

In motivating the mind, one must be in a state of mind that is "rich in mind", that means it must be in a relaxed, confident and motivated state. If he is stressed or lacks confidence or cannot see the benefits of something he is learning, then he will not be able to learn well. Having the right attitude towards learning about something is an absolute prerequisite.

2) Aquiring the Information

In learning a person needs to take, obtain and absorb the basic facts of the subject matter being studied in the most appropriate way with the preferred sensory learning. Although there are a number of learning strategies that must be implemented by everyone. But there are also major differences in the extent to which a person needs to see, hear, or be physically involved in the learning process.

3) Searching Out the Meaning

Turning facts into meaning is a key element in the learning process. Imprinting information in memory requires one to investigate the full meaning carefully by exploring the subject matter in question. Turning facts into meaning is an arena in which the eight intelligences play an active role. Each type of intelligence is a resource that can be applied when exploring and interpreting the facts of the subject matter.

4) Triggering the Memory

There are several ways that can be done in triggering student memory, namely (1) Making a summary after the learning process is complete. (2) The use of associations, namely by creating logical relationships or connections and

5) Exhibiting What You Know

Students need to assess and demonstrate what they have learned and how their learning strategies are working. Showing off what is known in the form of sharing between students, between groups, and between those who know and those who do not know. Each group is given the

opportunity to present what they know and the other groups give feedback such as asking and responding.

6) Reflecting How You've Learned A person needs to reflect on his or her learning experience, not only on what has been learned, but also on how it was learned. In this step a person researches and tests his own way of learning. Then summarize the best techniques and ideas for yourself.

d. *Hypno Teaching*

The word hypnosis was first put forward by James Braid (1795-1860) a famous doctor in England. Hypnoteaching itself means an effort to reduce the frequency of brain waves so that students become relaxed and more suggestive in accepting positive values from the learning process (Irwandy, 2015). "Hypno teaching" is presenting subject matter using subconscious languages. So that students' attention will be fully absorbed in the material. Students will pay attention and are reluctant to look away.

According to Jaya (2010; in Ade & Neviyarni) hypno teaching is a combination of teaching that includes the conscious mind and the subconscious mind. Hypno teaching is a unique, creative and imaginative learning theory. Before doing the lesson, every student has been prepared to learn. So, students can take lessons in a comfortable / fresh state. In preparing students, of course, teachers are asked to be consistent both physically and psychologically. With that, teachers have careful planning to guide their students in learning.

According to Bobby and Mike Hermacki in a research journal written by Ratnawati, the experiments conducted by Dr. George Lazanov who dwells on "suggestology" or "suggestopedia" produces a principle that suggestions can and certainly affect learning situations and outcomes. And, any detail any can provide positive and negative suggestions. The hypnoteaching method can be defined as a learning method in which in conveying material, the teacher uses subconscious languages that can foster special interest in students.

According to Noer (in Ade & Neviyarni) teachers should understand several indicators in using hypno teaching learning theory, namely:

1) Teacher display

The thing that the teacher must pay attention to before doing hypno teaching learning is appearance. The teacher should pay attention to his appearance. A clean and tidy appearance will increase the sense of comfort in students, and will also increase the teacher's confidence in teaching.

2) Sympathy

This sympathy needs to be owned by the teacher. If the teacher has strong sympathy for his students, then the student also has sympathy for his teacher. With the sympathy between teachers and students, the learning can be meaningful for students.

3) Empathetic attitude

In addition to sympathy, a sense of empathy also needs to be owned by the teacher, where with the empathetic attitude of a teacher towards his students, the teacher continues to help students who have obstacles in learning, and with this empathy attitude will foster a strong determination from students. students to keep trying in learning.

4) Use of language

Language is an important component that is important for teachers to have in educating their students. The language in question in this case is verbal language. A good teacher should have polite and soothing speech/language for his students. Because the teacher is an example for the students. If the teacher does not have this, then the students tend to have bad language speech to pay attention to.

5) Give stories or stories to motivate students

In hypno teaching learning theory, teachers need to provide stories or stories to motivate students in learning. Teachers can be said to be successful in implementing hypno teaching learning theory if the teacher can provide motivation with stories or stories that inspire their students. So, in order to motivate students in learning, it is better for students to

always be given stories that attract students to be enthusiastic in learning based on the topic of learning in class.

6) Self-expression

Self-expression is a component that teachers need to pay attention to in this lesson. When the teacher delivers teaching materials in the classroom, the teacher should have self-expression in this case is body language that pleases students, so that later the subject matter delivered by the teacher can be well received and become memorable learning for students.

7) Master the student's heart and mind

One way that can be done to master the hearts of students is to form an exciting and fun learning atmosphere by providing educational games for students. After that the teacher can invite students to study comfortably.

According to Hajar (2011) the learning process for students using the hypnoteaching learning method requires special steps as follows:

1) Intention and motivation in educators

A person's success depends on the intention in him to strive and work hard in achieving that success. Because, a great intention will bring up high motivation and commitment to concern and survive in the field that is occupied.

2) Pacing

Pacing means equating positions, gestures, language, and brain waves with other people or students. Because, in principle, humans tend or prefer to interact with friends who have something in common, so that they will feel comfortable. With the convenience that comes from this commonality of brain waves, every percent that is passed from one person to another can be well received and understood. to do pacing on students:

(a) Facilitating the position with students / students are considered as friends

(b) Using language that is often used by students, if necessary use student slang

(c) Perform movements and mimics that are in accordance with the discussion

(d) Relating the theme of the lesson to events that are trending among teenagers

(e) Always update with the trends that exist among teenagers

3) Leading

Leading has the meaning of leading or directing something. This is done after the pacing process is done. This is because the students will feel comfortable with the teacher, so that's when whatever is said or assigned to them, will be done voluntarily and happily. So that no matter how difficult the material is, their subconscious mind will catch the subject matter easily.

4) Use Positive Words

The use of positive words is in accordance with how the subconscious mind does not want to accept negative words. Use positive words. The next step is a supporting step in pacing and leading. Use of the positive word i This is in accordance with how the subconscious mind does not want to accept negative words. The words given by educators either directly or indirectly greatly affect the psychological condition of students. Positive words from educators can make students feel more confident in receiving the material provided. These words can be in the form of invitations and appeals. So if there are things that students should not do, they should use positive pronouns to replace the negative words. For example, if you want to calm a busy class, usually the command word that comes out is "don't be crowded". The words "don't be busy" in the application of hypnoteaching should be replaced with "please calm down", and so on.

5) Give Praise

Praise is a reward for increasing one's self-esteem. Praise is one way to form a person's self-concept. Therefore, give praise to students sincerely, so that they will be encouraged to do more than before.

6) Modeling

Modeling is the process of setting an example through consistent speech and behavior and is one of the keys to hypnoteaching. After the student becomes comfortable with the teacher, he needs to set his behavior to be consistent with his words and teachings, so that he is always a trusted figure.

4. Conclusion

Character education is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). This intelligent character education will be formed through various approaches. One approach is the approach to learning. The approach in learning that can support the formation of intelligent character education is quantum learning which is based on suggestions that can and will definitely affect learning outcomes, active learning which has the principle of optimizing the use of all the potential that exists in children, accelerated learning which is a learning technique that adopts the concept of the use of various inputs in parallel, the last of which is hypno teaching where this learning aims to reduce the frequency of brain waves so that students become comfortable and more receptive to suggestions in accepting positive values from the learning process.

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