



Character Education in Schools: A Comparison of Indonesian and Japanese Policies

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ABSTRACT

Character education in schools is an important concern in improving the quality of education in Indonesia. By comparing policies with Japan, we can understand the differences in approaches and strategies in developing student character. Indonesia and Japan implement character education in the education system to form a generation with good character and preserve important cultural and traditional values in society. Character education plays an important role in maintaining and continuing cultural heritage, as well as strengthening traditional values in society. Thus, character education becomes an effective means to maintain and preserve unique cultural identities and traditions. Character education in Indonesia and Japan has different backgrounds. In Indonesia, character education was introduced as an effort to improve the quality of education and form students with good character. The Indonesian government has issued various policies to support the implementation of character education in schools. Meanwhile, Japan has had a strong tradition of character education for a long time, with an emphasis on values such as discipline, hard work, and responsibility. Character education is an important aspect of the education system that aims to shape students into individuals with noble character, integrity, and positive contributions to society. In recent years, character education has become a focus of attention in various countries, including Indonesia and Japan. The two countries have different approaches in implementing character education in schools. This article will compare character education policies in Indonesia and Japan, and analyze the advantages and disadvantages of each approach

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INTRODUCTION

Japanese children tend to be better prepared to face challenges and difficulties in life because they are raised with values of independence and responsibility. Meanwhile, Indonesian children tend to have more difficulty facing challenges and difficulties because they are less equipped with the ability to be independent. Japanese children tend to be raised with cultural

values that emphasize independence, discipline, and responsibility. Meanwhile, Indonesian children tend to be raised with cultural values that emphasize family and community. The education system in Japan is very competitive and emphasizes student independence. Japanese students are expected to learn independently and take responsibility for their own education. Meanwhile, the education system in Indonesia emphasizes more on theoretical aspects and less on student independence.

Moral education is the means by which societies transmit value system to the next generation and family and schools are the key institutions for this. It promotes mutual welfare, growth, and judging what is right over what is wrong (Thiroux 1998; cited in Nyabul, 2011). However, in recent years, there is a vacuum between the young and the old generation value systems. As a result, youth have been protesting and showing anti-social behavior such as drug use, sexual abuse, and burning of schools (Amollo & Lilian, 2017). Moreover, disrespect among children and adolescents in schools, teenage pregnancies and adolescents' drug use are on the increase due to failure to teach moral and character education during childhood (Mngarah, 2017). Because of societal and parental failure to socialize the young generation in line with the values and norms of the society, the new generation has been lacking moral and ethical issues. To fill this gap, providing character education is currently gaining momentum among politicians, educators and parents (Narvaez & Lapsley, 2008) across the globe.

Character education in schools is an important concern in improving the quality of education in Indonesia. By comparing policies with Japan, we can understand the differences in approaches and strategies in developing student character.

Indonesia and Japan implement character education in the education system to form a generation with good character and preserve important cultural and traditional values in society. Character education plays an important role in maintaining and continuing cultural heritage, as well as strengthening traditional values in society. Thus, character education becomes an effective means to maintain and preserve unique cultural identities and traditions.

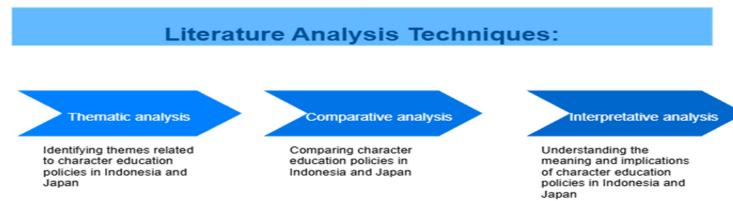
Character education in Indonesia and Japan has different backgrounds. In Indonesia, character education was introduced as an effort to improve the quality of education and form students with good character. The Indonesian government has issued various policies to support the implementation of character education in schools. Meanwhile, Japan has had a strong tradition of character education for a long time, with an emphasis on values such as discipline, hard work, and responsibility.

Character education is an important aspect of the education system that aims to shape students into individuals with noble character, integrity, and positive contributions to society. In recent years, character education has become a focus of attention in various countries, including Indonesia and Japan. The two countries have different approaches in implementing character education in schools. This article will compare character education policies in Indonesia and Japan, and analyze the advantages and disadvantages of each approach.

METHODS

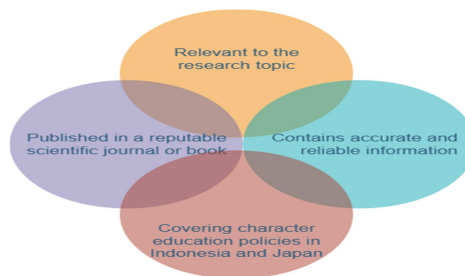
This study uses a literature study method to compare character education policies in Indonesia and Japan. The sources of literature used in this study are: Scientific journal articles related to character education in Indonesia and Japan, Books related to character education and education policies in Indonesia and Japan for the Literature Selection criteria are relevant to the research topic, Published in reputable scientific journals or books, Contains accurate and reliable

information, Covers character education policies in Indonesia and Japan. Analysis Technique
The selected literature was analyzed using literature analysis techniques.



Picture 1 analysis techniques

The selected literature must meet the following criteria:



Picture 2 literature criteria

RESULTS AND DISCUSSION

Character education has a very important role in shaping the superior character of Japanese society. Compared to Indonesia, Japan has long designed and implemented character education for all levels of education (Radjasa et al, 2017).

Comparison of Character Education Policies in Indonesia and Japan.

The definition of character according to Williams & Schnaps as quoted by Zubaedi is "any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible". This means various approaches made by school personnel who are often in contact with parents and community members to help children and adolescents become caring, principled and responsible. In this case, there is an interrelated relationship in helping a child to be responsible and caring, because this is not formed simultaneously, but with understanding, desire and real behavior which then becomes a habit and even sticks to a person which is then called character. (Maulana & Amrullah, 2024).

Character Education is a system that provides participants with character values. Character education includes elements of knowledge, awareness, determination, and desire to implement values towards God Almighty, oneself, fellow human beings, community, and the country, which are obligations for everyone. The values contained in Character Education according to the Ministry of National Education include: Religious, Honest, Tolerant, Disciplined, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love for the Country, Appreciating Achievement, Friendly/Communicative, Love of Peace, Love of Reading, Caring for the Environment, Caring for Society and Responsibility (LAGHUNG,

2023). In Indonesia, character education focuses more on aspects of religiosity, nationalism, and independence, while in Japan, character education emphasizes more on character formation through moral and ethical education. The approach to character education in Japan tends more towards habituation, where character is not taught but is made a habit.

Character education in Japan has several unique features and advantages, including: 1. Character education is integrated into all subjects and is not taught as a separate subject, 2. The character learning process is more direct practice and not just theoretical. 3. Homeroom teachers have an important role in the character education process in schools. 4. Mothers have an important role in the process of forming children's character within the family, with the philosophy of "ryosai kentoro" and the concept of "kyoiku mama" which emphasizes the role of mothers in educating children. The values applied in character education in Japan include: Modesty, Cooperation, Discipline, Order, Hard work, Shame, Respect for others.

Character education in Japan is not only carried out in schools, but also in families with the role of mothers being very important. This makes the character education process in Japan more effective and comprehensive

Here are some literature reviews on Character Education in Schools: Comparison of Indonesian and Japanese Policies.

The basis of character education in Indonesia is the State Ideology, Customs and culture, religious values, government rules and policies. Likewise in Japan, the basis of character education is in the form of cultural values, state ideology, and government policy rules. The approach to character education in Indonesia includes the value instillation approach, the value clarification approach, the learning approach to doing, role models, and habituation. While in Japan, among others, the approach tends to be more habituation, for Japanese society character is not taught but is accustomed. The character problems in Indonesia and Japan are not too different around juvenile delinquency, free sex, vandalism and thuggery. The difference is that the level of stress in Japan affects the character of the younger generation. (Syamsurrijal, 2021).

The basis of character education in Indonesia is not much different from that in Japan. That is, based on culture, national ideology, and as a foundation for personality. However, in Indonesia, character education is based on a strong religious foundation. There are many approaches to character education in Indonesia, including the value teaching approach, value analysis approach, value clarification approach, learning behavior approach, and case approach. The Japanese character education approach tends to use doutoku-kyoiku, bushido, and ryozai kentoro. Regardless of the differences, the formation of character education is based on values, culture, religion, character development, the role of family and society, formal and non-formal education. Character education aims to develop people who are noble, ethical, and have a positive attitude. (Nurfadhilah et al., 2024).

Success factors in Japan involve the integration of moral values into the curriculum as a whole, while challenges include high stress levels and high parental mobility. Nevertheless, Japan continues to strive to maintain the success of its character education system by understanding these dynamics. The potential for implementing Japanese character education in Indonesia is interesting, and some aspects, such as the integration of moral values into the curriculum, can be adopted. However, it is important to consider the cultural context and local values in implementing it. Collaboration between education stakeholders is key to success. In Indonesia, the foundation of character education comes from culture, national ideology, and religious values. Strengthening character is done through values such as religious, honest,

tolerant, and national spirit. Indonesia faces unique challenges, including moral issues such as corruption and violence. (Nadila & Alam, 2024).

Character education in Japan and Indonesia have different approaches in instilling social values in students. In Japan, character education is integrated into daily life through routine activities at school, such as community service and flag ceremonies, which emphasize discipline, responsibility, and cooperation. Families and communities play an active role in supporting children's character education, creating a collaborative environment. In contrast, in Indonesia, character education focuses more on teaching morals and ethics that are often separate from daily activities. Although values such as mutual cooperation and religiosity are emphasized, their implementation is not always consistent. (Harahap & Tumanggor, 2024)

The implementation of character education in Japanese schools is often taught in the form of direct practice.²¹ This is in line with Dewey's statement, namely "Direct instruction in morals has been effective only in social groups where it was part of the authoritative control of the many by the few. Not the teaching of it but the reinforcement of it by the whole regimen of which it is an aspect made it effective. To attempt to get similar results from lessons about morals in a democratic society is to rely upon sentimental magic."²² From Dewey's statement, it can be understood that social groups have a very effective control role in the moral aspect, not learning about morals, the learning process is only a reinforcement of moral values. (Zilfa, 2023)

Character education in schools is one of the important aspects in forming a young generation with good character. Indonesia and Japan have different character education policies, but both aim to form students with good character. Based on the analysis of character education policies in Indonesia and Japan, it can be concluded that Japan has a more holistic character education policy and is integrated into the school curriculum.

Advantages and Disadvantages of Character Education in Indonesia and Japan.

1. Character Education in Indonesia

STRENGTH AND WEAKNESS	STRENGTH AND WEAKNESS
<ul style="list-style-type: none"> Increasing awareness of moral and ethical values in students. Forming better and more integrated student characters. Increasing awareness of the importance of cultural and traditional values. Preparing students to become good and responsible citizens. 	<ul style="list-style-type: none"> Implementation of character education that is not evenly distributed in all schools. Lack of resources and training for teachers to teach character education. Character education that is still theoretical and less practical.

2. Character Education in Japan

STRENGTH AND WEAKNESS	STRENGTH AND WEAKNESS
<ul style="list-style-type: none"> Character education integrated into the school curriculum and daily life. A practical and experience-based approach to character education. The very important role of mothers in character education in the family. 	<ul style="list-style-type: none"> High academic pressure can cause stress in students. Character education that emphasizes too much on conformity to social norms can limit students' creativity. The very important role of mothers in character education can cause stress in mothers.

- Effective character education results in forming good student character.

Thus, character education in Indonesia and Japan has different advantages and disadvantages. However, both countries can learn from each other and improve the quality of character education to form a generation with good character.

CONCLUSION

Based on the analysis of character education policies in Indonesia and Japan, it can be concluded that the character education policies in Japan are more holistic and integrated into the school curriculum. The approach to character education in Japan tends to be more habituation, while in Indonesia it is more diverse. Character problems in Indonesia and Japan have similarities, such as juvenile delinquency, free sex, vandalism, and thuggery.

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