TEACHERS' OBSTACLES AND MISCONCEPTION IN IMPLEMENTING CHARACTER EDUCATION IN SCHOOLS
(A CASE STUDY OF SCIENCE SUBJECTS, AZAL SCHOOLS)

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Abstract - Character education is one of the attempts to solve the current multidimentional crisis. This is done by implementing values into education. This research aims to investigate the contraints and misconceptions of the teacher in implementing character education. The method employed in this research is descriptive and data collection technique are questionnaire and interview. There are five results found : (1) School has not been able to select the character values that correspond to its vision; (2) The teacher's understanding about the concept of character education have not been comprehensive; (3) Teachers have not been able to be a role model on the character values; (4) Teachers have not sufficient competency to integrate character values into science subject; (5) Teachers have not been able to select the character values that correspond to science subjects. The recommendations proposed are improving the effectiveness of curriculum management through consolidation of vision, mission, attempt, and curriculum control; Coordination, commitmnet, and cohesiveness of all teachers to build character education. Periodic training to realign the concept of character education is suggested in order to minimize misconception.

Keywords - Obstacles, Misconception, Character Education, Science , School Education, Yemen.

I. INTRODUCTION

As we know that Yemen is still experiencing multidimensional crisis which is quite concerned. The multidimensional crisis is a combination of a variety of problems, including the economic, social, cultural, religious beliefs, morals, and so on. A country will be difficult to flourish if the multidimensional crisis still afflicting the country. So, multidimensional crisis needs to be combated as quickly as possible.

As for the crisis is not only the responsibility of either party, but rather a shared responsibility of all components within the country. One of them is education. As mentioned in As mentioned in the Vision of Basic Education Strategy which states that " By the end of 2016, Yemen will have an education system that with high quality standards to build an efficient Yemeni generation with the basic competences they need for self- education and life-long learning" (Al-Mutawakil, 2002). Therefore, education plays an important role in developing the human resources of a country that would fight against the multidimensional crisis. One of the efforts to overcome the crisis in education is a multidimensional character education. Through the 18 characters that are displayed in the character education is judged capable of handling the problem of multidimensional crises currently occurring. Among the 18 characters that are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, passion, love of the fatherland, to appreciate the achievements, friendly, peace-loving, an avid reader, care environment, social care, and responsibility. It is in line with the opinion delivered by Thomas Lickona as follows. There are ten signs of the times to look out for. The signs in question are: (1) the increasing violence among teenagers, (2) use of language and words that worsened, (3) the influence of peer-group that is strong in acts of violence, (4) increasing behavior self-destruct like drug use, alcohol and sex free, (6) declining work ethic, (7) increasingly lack respect to parents and teachers, (8) lack of responsibility of the individual and citizen, (9) to cultivate the dishonesty, (10) the existence of suspicion and hatred among fellow (Thomas Lickona in Muchlis, 2011:35). However, it is still found in implementation constraints character education in schools. One of them is the misconception of teachers in implementing character education to participants of his protégé. Whereas these misconceptions result pretty fatal to the learner understands. In the end, if it does not immediately fix, these misconceptions will be barriers for students in the learning process further. Thus, character education will not be achieved if the misconception still occurs in guru. So keep in mind the constraints that result in misconceptions. This research aims to know the obstacles and misconceptions of teachers in implementing character education in schools. In order to be a misconception can be anticipated and character education so that students can be applied to multidimensional crisis that happened up to this point can be overcome.

II. THEORETICAL GROUNDING

1. Character Education

Character education is expected to be able to address the multidimensional crisis that happened up to this point. The cultivation of the character education in the generation will be able to improve the quality of human resources. It is in line with understanding character education was said by Sudirman (2010:2)

that " character education is a system of cultivation of the values of behavior (the character) to the citizens of the school or campus which includes the component of knowledge, awareness or willingness and actions to implement those values, both against yourself, your fellow environmentalists nor the nationality so that it becomes plenary or a good human being" Less emphasis on the educational aspects of the planting characters pose a variety of problems among students. It sees a variety of problems that kept popping up as a result of the more quality and declining values of character in students. The problems associated with the increasing erosion of the character values that students are frequent various acts of violence such as a brawl between students, cheating, bullying, various acts of wanton, destruction of school facilities by students, the increasing use of drugs, and so forth (Kesuma, 2011:41-42). Based on the views about the character education according to the experts, it can be concluded that character education is very important for the sake of improving the quality of human resources and the attainment of a golden generation of 2045. However in Sana'a still found constraints in the implementation of character education, including the popular teachers to education the character itself.

2. A misconception in Learning

Misconception in learning often occurs either from the perspective of learners as well as teachers. The form of misconception may be initial concept, errors, incorrect relationships between concepts, and the idea of intuitive or naive view. Hamalik (2005:164-165) says that "misconception is a mistake in understanding a concept demonstrated by mistake in explaining a concept with its own language". Such misconceptions can be experienced students as well as teachers. Both can be fatal in the learning process.

III. RESEARCH METHOD

The method of research conducted in this research is qualitative, descriptive methods with techniques of data collection that is literature study and survey the field. Reasons to use a qualitative approach because this research was conducted to obtain an overview of the research object i.e. constraints in the implementation of character education in schools.

Field surveys were conducted to all subject science teachers at Azal Schools (Al-Wadi and Haddah Schools) in Sana'a-Yemen. The survey was conducted with interview techniques to the respondent based on the interview instrument has been compiled. Further empirical data have been obtained from the field in the analysis and the conclusions drawn.

As for the flow of thought can be seen in Figure 1 below:

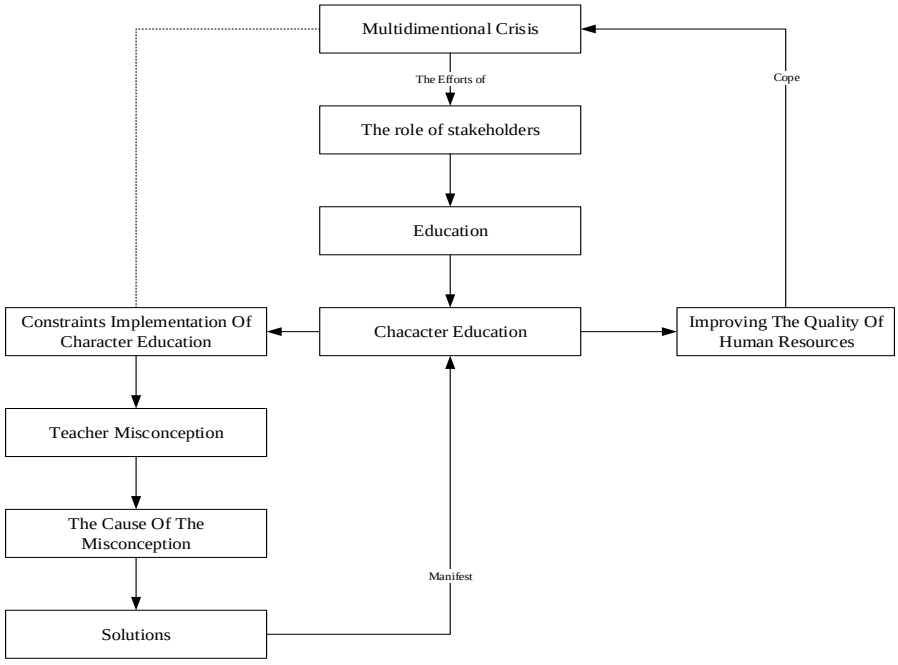


Figure 1 the flow of thought

IV. RESULTS AND DISCUSSION

Based on the results of interviews conducted against the respondent, then obtained some results concerning the real constraints and misconception towards character education teacher

1. The school has not been able to choose the character values that correspond to the vision

The number of values of the character so much, both has given by the Ministry of education as well as other sources. General school difficulty choosing the value of the character to suit the school vision. It

affects the movement of building character in school becomes less directional and focused, so there is no clear monitoring and assessment. The school was supposed to be a means in the development of the value will be less appropriate if you are off the beaten track that has already directed Government. The participation of the school in support of character education can be seen in the availability of means of support in the implementation of learning.

The school has not been support in the implementation of character education can be seen from the curriculum being used. The curriculum still used the old curriculum that should have been replaced by a curriculum that is already in effect at this time. The vision of the school should be in line with the Government's program, so that the national educational goals to develop the potential of students in order to become precious, healthy, have learned, accomplished, creative, self-sufficient, and become citizens of a democratic and responsible can be realized.

2. Understanding the teacher about the concept of character education are still not thoroughly.

Large numbers of teachers into its own problems in the cultivation of character education. More than 1 million teachers are widespread from the north to the south. Uneven distribution makes the dissemination given the Government becomes less effective.

The success of the socialization character education can be said to be successful if the 4 pillars of character education be accepted by educators. (1) Learning to know; (2) Learning to do; (3) Learning to be; (4) Learning to live together. Understanding values in character education thoroughly into a common goal. Alignment between the pedagogical skills and pedagogical capabilities must be supported by a teacher of the school. The school should provide infrastructure that supports the concept of a socialization character education be implemented thoroughly.

3. Teachers haven't been able to serve up the values of the characters chosen

The selected character is not absolute but rather the character of the character to suit the material being taught. However, the characters selected must be consistently implemented so that it can be taught character followed by the learners. The values are taken should be a guideline that must be practiced in a sustainable way. So teachers who practice the values of good character can be a minimal model for their students.

In the national education system, developed character education that relates to (a) the value of the Godhead; thoughts, words and actions of a person who will always be based on (1) the value of the deity or the teachings of his religion (b) value of a character in relation with yourself as honest, (2) responsible, (3) healthy life style, (4) disciplined, (5) work hard, (6) soulless effort, (7) want to know, (8) love Science, (9) Mindful of the rights and responsibilities of others, (10) strict social rules, (11) appreciate the work and the achievements of others, (12) polite, (13), democratic (14) the love of the environment. Of all character values should be selected according to the material and running properly so that

4. The teacher does not yet have sufficient competence to integrate the values of the characters in the subject of science

The program is already running, while still very limited training followed teachers lead their limitations in integrating character of value. Competence of science that must be owned and controlled by such as the book of science "by the Quality Assurance Agency for Higher Education United Kingdom consists of a minimum.

a. Intellectual Skills: assess the different theories, explanations and policies, analyze, solve problems, make decisions, critically interpret data and text, synthesis and making abstract, develop arguments rational, responsible for taking action against learning and develop the habit of thinking.
b. Specific discipline Skills: working with the effective, safe, plan the work systematically and pay attention to the standard procedures that have been determined.
c. Key skills include learning, communicate in written, verbal, presentation counts, spatial awareness and observation, study in the lab, controlled technology, interpersonal situations including working in a group/team, respect against the other.
d. The personal and social Skills, including motivation, ability to work automatically with friends, empathy, understanding, have integrity, intellectual, responsible, flexible and creative.

5. The teacher yet can choose the character values that match the science subjects.

In addition to the general character of the values, in the subjects there are also character values that need to be developed the teacher. Character values the subjects could not be dug a well to be developed in the process of learning.

RECOMMENDATION AND SOURCES

The recommendations proposed are improving the effectiveness of curriculum management through consolidation of vision, mission, attempt, and curriculum control; Coordination, commitmnet, and cohesiveness of all teachers to build character education. Periodic training to realign the concept of character education is suggested in order to minimize misconception.

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