CHARACTER EDUCATION MODEL IN BUILDING THE CHARACTER OF CHILDREN IN SPECIAL CHILDREN GUIDANCE INSTITUTIONS (LPKA)
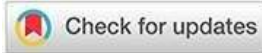
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ABSTRACT

This article explores the implementation of character education models in Pembinaan Institutions Special for Children (LPKA) as an essential approach in rehabilitating children in conflict with the law. In the face of complex social and emotional challenges, children in LPKA often experience behavioral and emotional issues that require special attention. Character education serves as both a tool to transform negative behaviors into positive ones and a means to build a strong and healthy personality foundation. The model emphasizes the inculcation of universal values such as honesty, discipline, responsibility, empathy, and cooperation, tailored to the unique needs of these children within the Indonesian cultural context. A supportive learning environment and varied instructional methods, such as experiential learning and project-based activities, are highlighted as key elements in engaging children and fostering their understanding of moral values. The article also discusses the importance of ongoing evaluation and staff training to ensure the program's success. Additionally, the article identifies both supporting and inhibiting factors in the implementation of character education in LPKA, including the need for positive environments, family participation, and sufficient resources, while addressing challenges such as social stigma, emotional instability, and administrative issues. Ultimately, the character education model aims to rehabilitate children, equipping them with moral integrity and resilience as they reintegrate into society after their time in LPKA.

Keywords: Character Education; Juvenile Rehabilitation; Moral Values

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INTRODUCTION

Educational character is a very important aspect in the formation of children's personality and morals, especially for those who are in the Institution Coaching Special Children (LPKA). In the middle of complex social and cultural challenges, foster children often face various emotional and behavioral problems that require special attention. Because of that, the education model the characters applied in LPKA must be designed with care to fulfill the specific needs of children. In this context, education is not only functioning as a tool for changing negative behavior to positive, but also as a means for building a strong and healthy personality.

Draft education characters in LPKA must cover appropriate moral and ethical values within the context of Indonesian culture. Values like honesty, discipline, responsibility, empathy, and work ethic must be instilled early so that children can understand the importance of good behavior in everyday life. Besides that, education character also must notice the spiritual and emotional aspects of the child so that they can study and manage feelings and interact with other people positively. With a comprehensive approach to this, it is expected that children in foster care can grow to become individuals who are not only intelligent in an academic way but also possess their moral integrity.

One of the main challenges in applying education character in LPKA is a social stigma that often occurs attached to children fostered. Many of them come from a background of underprivileged family support or even experience trauma due to experiencing difficult lives. Therefore, it is important for educators and LPKA officers to create a safe and supportive learning environment. This environment must be able to provide a sense of confidence to children so that they feel valued and accepted. Thus, they are more open to receiving character education and strive to change for the better.

The learning methods used in character education in LPKA must be varied and interesting for children. Project-based approaches, experiential learning, and group activities can be effective choices for instilling character values. For example, through cooperative activities in group projects, children can learn about the importance of collaboration and mutual respect. In addition, the use of interactive media such as videos or educational games can also increase children's interest in learning to understand character values.

To ensure the successful implementation of education models and character in LPKA, periodic evaluation is required. Through this evaluation, the educator can evaluate the progress of children in internalizing values and character as well as identify areas that need repair. Besides that, training LPKA officers in the latest techniques in education and character is also very important. Thus, the education model characters in LPKA will not only help children foster the process of rehabilitation but also prepare them to face life in society with more good after the time coaching is finished.

LITERATURE REVIEW
Education Character Draft

Character is formed by patterns of individual behavior learned from the surrounding environment. Thought patterns greatly influence a person's actions, and a parent's patterns continue to influence. Education and character are important, as business accustoms individuals to good action in every aspect of life. Education that is characterful is a systematic and holistic learning process aimed at forming a strong and stable personality in someone strong and stable. Megawati in Julaiha (2014) stated that character education is defined as a process for educating children to be wise in making

decisions and implementing them in social life. In context education, formal and also informal education are characterful, not only focusing on the transmission of academic knowledge but also on the development of positive attitudes, behaviors, and moral values. The main goal of education is to help individuals recognize and appreciate universal values like honesty, discipline, responsibility, empathy, and cooperation so they can live harmoniously with themselves and their environment. Process education characterfully started with planting basic values.

These values must be taught in a way that is consistent and repetitive through various learning methods, starting from direct learning to practical experience. For example, when doing sports activities together, teachers can use the chance to teach about brotherhood and teamwork. Thus, children not only learn physically but also mentally and spiritually. In addition, it is important to create a conducive learning environment. A warm, safe, and supportive atmosphere makes children feel comfortable and inspired to learn and develop. Another approach to character education is demonstration and imitation. Teachers or instructors must be good role models by demonstrating positive behavior regularly. Children tend to imitate what they see, so if they see their teacher behaving well, they will try to behave the same way. For example, when there is a difficult situation, the teacher shows how to deal with it patiently and wisely. That way, children will learn to deal with problems in the same way. Evaluation and reflection are also integral parts of character education. At the end of each learning period, teachers must evaluate the progress of their students. Have the values that have been transmitted been mastered enough? Are there still areas that need to be improved? This reflection helps teachers adjust learning strategies to the needs of students.

In addition, providing opportunities for children to reflect on their own behavior is also very important. Thus, they can understand the benefits of good behavior and want to continue to develop themselves to be better. In the context of LPKA, character education must be adjusted to the unique needs of foster children. The emotional and social challenges experienced by these children require a sensitive and adaptive approach. Implementing a flexible and responsive character education model to individual needs can help children develop strong self-confidence and moral integrity. Thus, they are ready to face life's challenges with optimism and self-confidence.

Characters Education Model in LPKA

Implementation in education of character needs a comprehensive method consisting of four methods that can be implemented. The first method is the method of inculcation (planting value) that is done through good habits and culture with politeness, religion, and discipline. Besides that, coming into effect, rules, rewards, and punishments can give a child an understanding of right and wrong in a way that is proportional.

The second method is exemplary behavior that is carried out with a good example in acting up the actions and words that are done by a teacher or parent. Because children will basically imitate what they see, as a teacher or parent, you must set a good example. The third method in education character is method facilitation. In the method as a teacher, a teacher must give a chance to a student or child to train in a way that is independent in making decisions. Students will demonstrate their ability to make decisions, develop tolerance and creativity, and develop motivation.

The fourth method is developing life skills. Whereas in the method, the ability to think critically, creatively, and communicatively in an effective way and overcome conflict will develop, which can be done with the organizational activities that can be done to strengthen character in children (Ningsih, 2015).

Educational character is a systematic and holistic learning process aimed at forming a personality for someone strong and stable. In the context of Institution Coaching Special Children (LPKA), the education model character must be customized to the unique needs of the child facing building with law. Here are details of the education model characters in LPKA:

1. Instilling Universal Values
   First of all, the education model characters in LPKA must prioritize planting universal values like honesty, discipline, responsibility, empathy, and work ethic. Values must be taught in a way that is consistent through various methods, including direct learning, practical experience, and self-reflection. For example, when doing activity cleanliness, teachers can use the chance to teach about marking cleanliness and responsibility. Thus, children not only learn physically but also mentally and spiritually.

2. Conducive Learning Environment
   A warm, safe, and supportive atmosphere is essential in creating a conducive learning environment. LPKA officers must be good role models by demonstrating positive behavior regularly. Children tend to imitate what they see; if they see officers behaving well, they will try to behave the same way. For example, when there is a difficult situation, the officer shows how to deal with it patiently and wisely. That way, children will learn to deal with problems in the same way.

3. Method of Habituation and Example
   Habituation and role models are effective methods in instilling character values. Habituation involves repeating good behavior in everyday life, while role models involve officers as examples of positive behavior. For example, officers can practice honesty in all things, such as admitting mistakes and taking responsibility for their actions. In this way, children will learn to understand the meaning of honesty and how to apply it in everyday life.

4. Participation of Active Parents/Family
   Active participation of parents/family in the process of coaching is very significant. Support from family can increase a child's motivation to behave well and internalize character values. Coordination between LPKA and families is very important in order to achieve optimal character education goals. For example, parents can help monitor and facilitate learning activities at home so that children feel educated and stimulated to learn.

5. Evaluation of Regularity and Adaptability
   Finally, evaluation, regularity, and adaptability are very important in the education model character in LPKA. Evaluation: This can help determine if the program has succeeded in implementing desired character values. In addition to that, ongoing training for LPKA officers about new techniques in character education is also very needed to ensure that they always use the most effective methodology. Thus, the education model characters in LPKA can keep going and develop and customize with the child's ongoing developmental changes.

Supporter Factors

1. Positive Environment
   A positive environment is a supporting factor in the implementation of education models and character in LPKA. A warm, safe, and supportive atmosphere can help children feel comfortable and inspired to learn and grow. LPKA officers must be

good role models by regularly demonstrating positive behavior. Children tend to imitate what they see; if they see officers behaving well, they will try to behave the same way.

2. Clean Moral Values
    The importance of clear moral values cannot be overstated in the context of character education in LPKA. Values such as honesty, discipline, responsibility, empathy, and cooperation must be consistently emphasized through various learning methods. For example, when doing cleaning activities, teachers can use the opportunity to teach the values of cleanliness and responsibility. In this way, children not only learn physically but also mentally and spiritually.

3. Productive Group Activities
    Productive group activities can be one of the effective supporting factors in the implementation of the character education model in LPKA. Through cooperative activities in group projects, children can learn about the importance of collaboration and mutual respect. In addition, the use of interactive media such as videos or educational games can also increase children's interest in learning and understanding character values.

4. Supportive Family
    Active participation of parents/family in the coaching process is very significant. Support from the family can increase children's motivation to behave well and internalize character values. Coordination between LPKA and the family is very important in order to achieve optimal character education goals. For example, parents can help monitor and facilitate learning activities at home so that children feel educated and stimulated to learn.

5. Ongoing Training for Officers.
    Ongoing training for LPKA officers on new techniques in character education is also very much needed. Thus, officers can use the most effective methodology in teaching character values. In addition, this training can also help officers understand the unique needs of foster children and adjust learning strategies to those needs.

6. Adequate Resources
    Adequate resources are one of the important supporting factors in the implementation of the character education model in LPKA. Adequate facilities and infrastructure for educational activities, such as comfortable study rooms, sports facilities, and internet access, can help improve the quality of character education. In addition, the budget available for external activities such as educational tours or cultural events can also help enrich children's learning experiences.

7. Good Communication Between Officers and Children
    Good communication between officers and children is also an important supporting factor. Officers must be able to speak to children in a language that is easy to understand and show sympathy for their problems. Thus, children will feel more comfortable sharing information and working together in the learning process.

8. Regular Reflection and Evaluation
    Finally, regular reflection and evaluation are also important supporting factors in the implementation of the character education model in LPKA. Through this evaluation, officers can assess the progress of children in internalizing character values and identify areas that need improvement. Thus, the character education

model in LPKA can continue to be developed and adjusted to the changing needs of foster children.

Inhibitor Factors

1. Social Stigma for Foster Children.
   Social stigma toward foster children is a significant inhibiting factor in the implementation of education models is the characters in LPKA. Many of the children in foster care come from a background of underprivileged family support or have even experienced trauma due to a hard life. This stigma can make children feel low self-esteem and less belief in themselves, so that they have difficulty accepting education and character.

2. Lack of Adequate Budget
   An adequate budget for educational activity and character is also an inhibiting factor. Without sufficient resources, LPKA cannot provide adequate facilities and infrastructure for educational activities, such as comfortable learning rooms, sports facilities, and internet access. This can hinder quality education and character, and create children not interested enough in studying.

3. Lack of Ability Officers.
   Ability of an officer to teach character values is also a factor obstacle. Officers who have not trained or do not possess sufficient knowledge about education and character possibly cannot give effective guidance to children. This can make children not internalize good character values.

4. Change of Children's Emotion
   Change in children's emotions is an inhibiting factor. Children in foster care often experience intense emotional fluctuations, so they have difficulty focusing on the learning process. Officers must have the ability to manage emotional change and give adequate support to children.

5. Lack of Cooperation with Parents/Family.
   Lack of cooperation with parents/family is also an inhibiting factor. If parents/family are not involved in the coaching process, then children possibly will not accept the values and characters taught in LPKA. This can create a learning process that is not effective enough.

6. Outdated Technology
   Outdated technology is also an inhibiting factor. Application of modern technology can help increase the quality of education character with a better, more interactive, and more interesting way. However, if LPKA does not own sophisticated technology, then they cannot use all available features to support the learning process.

7. Many Children
   Many children are an inhibiting factor. With so many children, officers possibly cannot give maximum attention to every child. This can make children feel unappreciated, undervalued, and uninterested in studying.

8. Administrative
   Administrative issues such as slow bureaucracy or lack of staff are also factors that inhibit. All problems can disrupt the course of the educational process and create children not interested enough in studying.

With the understanding of the supporting and inhibiting factors, we can increase the effectiveness of educational programs for characters in LPKA. Thus, children in foster

care can develop good character and be ready to face a better life in society after coaching is finished.

CONCLUSION

Educational model characters in the Institution Coaching Special Children (LPKA) show that educational character is one of the effective methods for forming a child's personality through fostering. With the right approach, kids can develop positive attitudes and behavior so that they are ready for reintegration and return to society. First of all, the importance of a positive environment in creating an atmosphere conducive to learning cannot be underestimated. LPKA officers must be good role models by demonstrating positive behavior regularly. Children tend to imitate what they see; if they see officers behaving well, they will try to behave the same way. Thus, a warm, safe, and supportive environment can help children feel comfortable and inspired to learn and develop.

In addition, instilling universal values such as honesty, discipline, responsibility, empathy, and cooperation is essential in character education. These values must be taught consistently through various learning methods, ranging from direct learning to practical experiences. For example, when doing cleaning activities, teachers can use the opportunity to teach the values of cleanliness and responsibility. Thus, children not only learn physically but also mentally and spiritually. Productive group activities are also an effective method of instilling character values. Through cooperative activities in group projects, children can learn about the importance of collaboration and mutual respect. In addition, the use of interactive media such as videos or educational games can also increase children's interest in learning and understanding character values.

Active participation of parents/families in the coaching process is very significant. Support from the family can increase children's motivation to behave well and internalize character values. Coordination between LPKA and families is very important in order to achieve optimal character education goals. For example, parents can help monitor and facilitate learning activities at home so that children feel educated and stimulated to learn. Ongoing training for LPKA officers on new techniques in character education is also very much needed. Thus, officers can use the most effective methodology in teaching character values. In addition, this training can also help officers understand the unique needs of foster children and adjust learning strategies to those needs.

Regular evaluation and adaptation are very important in the character education model in LPKA. This evaluation can help determine whether the program has succeeded in implementing the desired character values. In addition, ongoing training can also help officers understand the unique needs of foster children and adjust learning strategies to those needs. To improve the effectiveness of character education in LPKA, regular reflection and evaluation are also very important. Through this evaluation, officers can assess the progress of children in internalizing character values and identify areas that need improvement. Thus, the character education model in LPKA can continue to be developed and adjusted to the changing needs of foster children. Finally, character education in LPKA is not just a theory but also a real application that can have a big impact on children's lives. Thus, we hope that children under the supervision of LPKA can grow into individuals with strong character and are ready to face life's challenges with optimism and self-confidence.

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