

## Building and Developing Character through A Figure R. Oto Iskandar Di Nata at STKIP Pasundan Cimahi

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**ABSTRACT :** This study aimed to identify the character building and development through an exemplary figure R. Oto Iskandar Di Nata. This study used qualitative research with scientific approach. The data were collected through interview, observation, and documentation. The validity of data was carried out through triangulation of sources, and the analysis of data was carried out through several steps, namely data collection, data reduction, data display, and making conclusion. This study has resulted that the building and developing of character through an exemplary figure R. Oto Iskandar Di Nata was conducted through Citizenship Education course at STKIP Pasundan Cimahi. The exemplary characters of R. Oto Iskandar Di Nata were reflected with his bravery, activeness in the community, and have a high spirit of struggle. The building and developing of these characters was supported through extracurricular activities in the Student Activity Unit (UKM). The conclusion is that character education is valuable and important. It becomes an important requirement to build a complete and intelligent human resource for the sake of creating a large nation with well-behaved character. This way has been carried out by STKIP Pasundan to address educational institutes to be “Embryonic Community Life”; a place to invest young cadres as generation with a great role in the development of nation and the state.

**KEYWORDS:** Character, R. Oto Iskandar Di Nata, character building, character development

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### I. INTRODUCTION

Education is the main pillar and important requirement in the development of a nation to create superior and competence human resources. Education is also a key to success in the future (Al-Shuaibi, 2014). In the same view, Lancourt & Savage in Kasmawati (2018) state that human resource with excellence are the most important assets, because human resource is a place to which knowledge assets are attached. In the era of industrial revolution 4.0, the superior human resource is a very important need to compensate and utilize any advancement of technology, and face various challenges in it. Throughout history, the consistent effect of each industrial revolution has been the loss of jobs due to automation (Liu, 2018). Besides, the nature of parental education is necessary to discuss how education should perform (Steiner, 2010). The consequence of the industrial revolution era 4.0 is greater as signed by the growth of innovation to face its various challenges. As regard to it, a success educational institute is an institute that is capable to balance education and the development of ages (Hasibuan & Rahmawati, 2019:51).

Furthermore, the practice of education has become a manifestation of the nation's intellectual life. Related to this, throughout generations, various changes have affected culture and the way people and communities live (Thangeda, Baratiseng, & Mompoti, 2017). The transformation of period (age) has encouraged and stimulated new inventions and technologies, moreover the 21<sup>st</sup> century signifies the latest scientific and technological discoveries that become basis for current trading. To anticipate and well-prepared on future challenges, young generations should be stimulated by any kind of spirit that can foster them to be a brilliant and intelligence generation. In the same view, Lieberman and Conroy (2013) state that it is important for young people to work in order to get benefit from their education, and that the education should also participate to adjust itself with the current era and sophisticated technologies (Lubis, 2016). Related to current and future challenges, Schäfer (2018) argues that the fourth industrial revolution intensifies globalization. In this era, there is an increasingly common tendency to identify skills and character traits as the basis for individual successes and achievements (Taylor, 2018). A study has positioned some skills required in the 4.0 industrial revolution, namely creativity, critical thinking, management of human resource, coordination, emotional intelligence, assessment and withdrawal decision, service-oriented, negotiation, flexibility, and cognitive intelligence (Siswati, 2019). Technology will become far more significant, because regions and societies that positively face technological impact of the 4.0 industrial revolution will have a better economic and social future. As stated in ("AAOHN Advisory: Job Security for the 21<sup>st</sup> Century," 2001) that global challenge of information technology has been possessed in the labor market restructuring.

Creating superior human resources is certainly not easy. It certainly requires cooperation from all elements, especially stakeholders to prepare excellent human resources and be able to compete globally for the sake of sustainability of human resource. In this case, Ojala (2013) states that a pluralistic approach to education is to recognize complexity, conflict and uncertainty in learning about sustainable development that has become popular in recent years. Longmore, Grant, & Golnaraghi (2017) also add that the 21<sup>st</sup> century experiences dramatic changes in the business environment. For organization itself, to adapt to these changes, it must be more flexible and oriented towards learning. Therefore, to compete globally, education requires a figure that can be a pillar of attitude. Moreover, in the context of higher education, the students should build their behavior through academic and non- academic activity in order to prepare themselves to participate in community's matter (Manurung & Rahmadi, 2017).

Again, education is the right of all citizens as mandated by the Constitution 1945 of Indonesia in the Article 31 Paragraph 1. However, the problem is that the quality of current education is still low; it is caused by various factors, such as education equality for children in Indonesia, poverty, an expensive cost of education, lack of public awareness on education, minimum infrastructure for public access in rural area, and corruption of the bureaucracy (Afifah, 2015; Idrus, 2012). These problems can pursue the reformation of education in Indonesia. Furthermore, the development of the 21<sup>st</sup> century skills is finally at the most relevant characteristic to facilitate the development of current skills (Romero, Usart & Ott, 2014). In the midst of this situation, education has not yet reached any perfection. In fact, the Indonesian needs a character building and development for university students in accordance with the identity of the Indonesian, such as religiosity, honesty, tolerance, discipline, hard-work, creativity, spirit of nationalism, and social charity (Taufiqurrahman, 2018). In this case, R. Oto Iskandar Di Nata is a national hero and popular figure of Sunda who has a title “*Si Jalak Harupai*”. He is relevant as raised to be a character due to his bravery, activeness, and has a high spirit of struggle. These characters are some of other skills and characters that are required in today's era. Correspond previous description, this study aimed to identify and communicate character building through a figure of R. Oto Iskandar Di Nata at STKIP Pasundan Cimahi. This higher education institute was chosen, because it has a mission “to be an excellent Institute for Education Staffs (LPTK) in the scope of Education-based Faith, Devotion, Sundanese Culture, and Technology in 2040”. Therefore, this study focused on character building through the figure of R. Oto Iskandar Di Nata for students at STKIP Pasundan Cimahi. Theoretically, this study was useful as a reference for any future research with the relevant theme to improve any insight and direct experience on character building.

## II. RESEARCH METHODOLOGY

This research was conducted in July 2019-August 2019 at STKIP Pasundan Cimahi. The study was conducted to know the conditions and implementation of character building through a figure R. Oto Iskandar Di Nata at STKIP Pasundan Cimahi which became the focus of the study. This study used the perspective of qualitative research with scientific approach in education. This paradigm was set to understand the world as to build, test and support theory; or, to discover and create a knowledge on particular object (Coe et al. 2017). The data were collected through interview, observation, and documentation. The data were then analyzed qualitatively through some stages, namely *data collection*, *data reduction*, *data presentation*, and *drawing conclusion* (Moloeng, 2007). Based on the results of research, it was found that character building through a figure R. Oto Iskandar Di Nata was arranged based on several factors. The following figure is the identification of character building at STKIP Pasundan Cimahi.

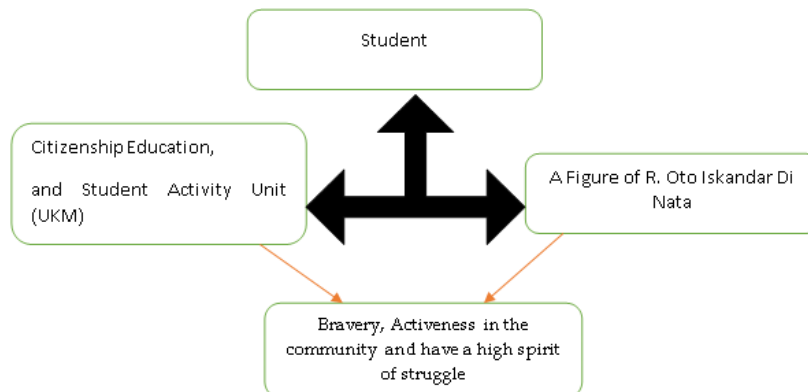


Figure 1. Character building through a figure R. Oto Iskandar Di Nata at STKIP Pasundan Cimahi

Education is the process of forming complete and excellent human resource, namely intelligent, responsible, independent, and noble character. It is expected to create superior human resources as one of the important conditions to create a large society (nation) with good character. Contextually to this study, there were several things that became a concern, namely the existence of Citizenship Education and Student Activity Unit (UKM) which became media to explore the figure of R. Oto Iskandar Di Nata. Moreover, Citizenship Education has an impact to socialize a figure of R. Oto Iskandar Di Nata. A study on extracurricular activities on students at Faculty of Law Muhammadiyah University, North Sumatera has implemented an activity called as “Leadership Training” to prepare and develop students’ soft skills, particularly in Law subjects (Azman & Akrim, 2013).

Related to Citizenship Education, Winataputra (2008) defines that Citizenship Education is education that concerns the formal status of citizens. It implicitly puts teachers as a key source of knowledge and information that will drive students to be a qualified citizen. Maya Bialik, Bogan, Fadel, & Horvathova (2015) state knowledge must achieve a better balance between traditional and modern subjects. This term refers to literacy that drives oneself to a balance among various perspective. Literacy is a skill required in today’s era because students are required to be able to find and evaluate any information they face (Syamsi, 2016). It is also useful to reform education quality and as a symbol of human development (Sutrisna, 2018). Apart from literacy, disciplines cannot also be neglected, because it still becomes a required behavior for current students. Certainly, the teaching of Citizenship Education should also be accompanied and compiled to prospective skills. In this case, the development of competencies in the 21<sup>st</sup> century skills has become a concern in education as a means to improve the quality of teacher’s way of teaching (Kim, Raza & Seidman, 2019). The quality of teachers can be identified through these required competencies, namely pedagogic, personality, social, and professional (Suraji, 2012). From this viewpoint, students can understand a figure of R. Oto Iskandar Di Nata along with his valuable tracks that can be applied in social life to drive students to be competent and skilful individual through their lecturers’ competencies in giving subject’s material.



Figure 2. Students’ Activities in the Classroom  
**Source:** Research Documentation, 2019

The result of the study on character building through a figure R. Oto Iskandar Di Nata has proven affecting positively (good). It was proven by the attitude of students who obeyed the rules and being active in classroom activities. In addition, students also have value of honesty and courage as they factually prioritized politeness principles in campus environment. Related to this evidence, Franch (2020) implies that the ‘new moral pedagogy’ certainly reflects compliance and commitment to a universal moral structure based on humanistic cosmopolitan values. In addition, a study has found that WARTOP (Wayang Karakter Tokoh Pahlawan) has been validated and approved as a media for historical learning to achieve the goal of the subject as well as to improve learning achievement (Setian & Cahyono, 2018).

For teachers, education is a theoretical practice that enables them to understand the complexity of the teaching and learning process, so that they can encourage students to explore various ways to shape the context of personal and social learning (Gouthro, 2018). Moreover, the 21<sup>st</sup> century has driven an innovation of learning that can be contextualized based on the need of teachers (Hewett, Pletcher, & Zeng, 2018). In the same context, Callagher (2002) also argues that the beginning of the 21<sup>st</sup> century has been marked with considerable changes in the perspective of a number of factors that influence student education. Somehow, the figure of R. Oto Iskandar Di Nata has delivered a deep meaning for students at STKIP Pasundan to develop their potencies, so that they can have various skills and knowledge to be a good citizen.

In addition, the existence of Civics Education course is meaningful and beneficial to the mission of distributing and introducing a figure of R. Oto Iskandar Di Nata on students at STKIP Pasundan. From his figure, students can identify a clear image of a culture. In this context, Delpechitre & Baker (2017) state that understanding cultures has become an important factor in education, because it will lead students to have universalism and pluralistic value, although globalization currently creates new territories and new borders that are difficult to cross (Esteves, 2012). In this term, the exemplary figure of R. Oto Iskandar Di Nata becomes a guideline for students at STKIP Pasundan to act as young nation and be a unit of training for themselves.



Figure 2.1. Students' Activity in the Classroom  
**Source:** Research Documentation, 2019

The figure of R. Oto Iskandar Di Nata is depicted as a brave character, active in the community and has a high morale for students. Wright et al (2004) states that features from an institutional context can help faculty manage their time demands and improve teaching and learning. His character has contributed to the development of students' activeness and being spirited. Besides, the figure R. Oto Iskandar Di Nata also implicitly affects students to perform good behavior and attitude, because the quality of character describes how a person is involved with and behaves in their world. This is in accordance with the opinions of Hampson, Watt, Hicks, Bode, & Hampson (2017) that the formal education system can be adapted to increase public awareness and understanding of psychosis and reduce community stigma and discrimination.

Related to moral, Kamaruddin (2012) argues that the implementation of character education basically must refer to the vision and mission of the relevant institution. Taufiqurrahman (2018) also reinforces that character education is an urgency apart from psycho-motoric competence. Moreover, today's reality offers new opportunities to re-examine ways of lecturers to provide comprehensive and sustainable services for students (Brulles & Winebrenner, 2011). Again, the figure of R. Oto Iskandar Di Nata has become an effort in organizing character education for students at STKIP Pasundan, so that institutional integrity and educational objectives should be relevant to facts discovered in the field.

The character building through a figure of R. Oto Iskandar Di Nata is carried out in the form of extracurricular activities and other students' activities. In the same sense, Kamaruddin (2012) emphasizes that in educational environment, the programs of character education have been carried out both formally and informally. This is intended as one of the supporting ideas for *follow-up* activity in the form of design activities. Therefore, extracurricular activities in the form of Student Activity Unit (UKM) has become one of vehicles in internalizing R. Oto Iskandar Di Nata's figure at STKIP Pasundan Cimahi. Through extracurricular activities, students at STKIP Pasundan can achieve their achievement and creativity.



Figure 3. Students' Achievements through Student Activity Unit (UKM) at STKIP Pasundan Cimahi  
**Source:** Instagram @utrecht\_pasundan



A holistic approach to instill the figure of R. Oto Iskandar Di Nata at STKIP Pasundan has created a framework of knowledge, skill, and character that exist in the citizenship intelligence. The intelligence profile of citizenship varies in spiritual, rational, emotional, and social dimension (Hidayah, Sapriya, Darmawan, Malihah, & Karliani, 2020). Apart from some previous intelligences, the extracurricular activities in the form of Student Activity Unit (UKM) in STKIP Pasundan can imitate and practice R. Oto Iskandar Di Nata's critical thinking in their daily life. Zandv represent, Washington, Gordon, Wells, & Mangaliso (2019) argue that the conceptualization of thought is influenced by conceptualization of relationship between practices and language role in a mind. Therefore, imitating R. Oto Iskandar Di Nata's critical thinking has become an individual approach and collaboration between students and educational institution. About critical thinking, Shaw (2014) argues that the latest educational discourse has been provided with any reference to the value of critical thinking in the 21<sup>st</sup> century skills. Therefore, activities in the Student Activity Unit (UKM) at STKIP Pasundan can bring students closer to current problems as well as to view *pros* and *cons* on it, so that critical thinking will sustain in the Student Activity Unit (UKM).



Figure 4. Students' Creativity through Student Activity Unit (UKM) at STKIP Pasundan Cimahi  
**Source:** Instagram @utrecht\_pasundan

The exemplary figure of R. Oto Iskandar Di Nata for students at STKIP Pasundan can be an effort to create and contribute to the development of a large community and nation with good attitudes. This is in accordance with the opinion of Malihah (2015) that Indonesia needs citizens who can be useful in the future development. Fredy, Halimah & Hidayah (2002) state that every region has its own local culture that becomes an identity of the region. Therefore, creating STKIP Pasundan as "Embryonic Community Life" through imitating and demonstrating the figure of R. Oto Iskandar Di Nata has been a way to propagate nation's generation that will have a great deal of opportunity in the development of community in the future. Being active in the community is an example of R. Oto Iskandar Di Nata's character. In STKIP Pasundan, being active in Student Activity Unit (UKM) becomes a vehicle to collaborate among students and community outside the campus. It can also provide information that imitating and demonstrating the character of R. Oto Iskandar Di Nata is important among academic communities at STKIP Pasundan. Moreover, imitating and practicing R. Oto Iskandar Di Nata's character does not leave the essence of character education. It can also build digital intelligence that can realize Indonesian identity (Candra & Suryadi, 2020).

### III. CONCLUSION

This study can conclude that the exemplary figure of R. Oto Iskandar Di Nata is a character with bravery, activeness, and has a high morale, and these characters are these required by students at STKIP Pasundan. In practice, the character building through a figure of R. Oto Iskandar Di Nata in STKIP Pasundan Cimahi has been carried out through Citizenship Education course and Student Activity Unit (UKM) that consists of various extracurricular activities. The figure of Oto Iskandar Di Nata finally contributes to the building and development of students' character at STKIP Pasundan. Finally, this study addresses that character education is required by students in the 21<sup>st</sup> century to compete and face any challenge in their current and future times.

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### **AUTHOR CONTRIBUTION STATEMENT**

OYR as the corresponding author leading for this research processes until the submission process to the targeted journal; KS and BHP, helps for methodological processes.

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