

Strengthening Student Character Based On IESQ to Realize The 2045 Golden Generation

I Putu Windu Mertha Sujana¹, I Made Yudana²

{windu.mertha@undiksha.ac.id¹, made.yudana@undiksha.ac.id²}

Universitas Pendidikan Ganesha^{1,2}

Abstract. Community service which aims to strengthen character values in junior high school students in Margasub-district based on IESQ is believed to be the right strategy. Strengthening the character of junior high school students in Marga sub-district based on IESQ is expected to be able to realize the golden generation of 2045. The focus of service on character education "Golden Generation 2045" includes dimensions of positive attitude, essential mindset, commitment to ability based on IESQ. The methods used in this service activity are the training method, the mentoring method (showcase) and the evaluation and reflection method. The result of this service activity is that students have good intellectual, emotional, and spiritual intelligence (smart and good students) through speech activities, role playing, and participating in competitions. The presence of smart and good students is expected to be able to bring about changes in the Indonesian state to a prosperous, prosperous, and just way. In general, the implementation of community service is considered to be going well and it is hoped that it will continue in 2023.

Keywords: Character, Intellectual Quotient, Emotional Quotient, Spiritual Quotient

1 Introduction

Junior High School (SMP) as formal education at the basic education level, has the responsibility as a foundation to prepare the younger generation to become a generation of character and noble character. When the young generation already has noble character and character, this is expected to be the forerunner of the golden generation that the Indonesian nation aspires to in 2045. Likewise, junior high schools in the Marga sub-district have a major role and contribution as an institution capable of instilling positive attitudes. and noble character in children in Marga sub-district in particular. Although the Marga sub-district as an area in Tabanan Regency with a large population and wide area (16 villages), does not dampen the desire of the local government to provide education to all children in the Marga area to be able to receive education at the junior high school level, this is in accordance with the 9-year compulsory education program which is planned by the government. The efforts made by the local government are the establishment of four junior high schools in the Marga sub-district.

SMP Negeri 1 Marga was the first school to be established in the Marga area, on September 14, 1963 in Banjar Tembau, Marga Village. The school, which is located in Marga village, turns out to have a location adjacent to the Margarana Pujaan Bangsa Park, so it is very supportive in the implementation of education. All schools are motivated to create safe, comfortable, and high-achieving schools. The head of SMP Negeri 1 Marga, supported by teachers and staff, has tried to make the school a safe and comfortable place to learn, this is because this school is equipped with a wide sports field, Wifi that can be

accessed by all students, a park very beautiful, comfortable classrooms, and also the installation of CCTV to maintain school security. These excellent facilities have succeeded in delivering SMP Negeri 1 Marga students to be able to excel at local and national levels.

SMP Negeri 2 Marga is the next school to be established in Banjar Tengah, Kukuh Village, Marga District on December 22, 1986. The potential of the school can be seen from its area which is in the location of the Alas Kedaton tourism object, so it has the potential to get attention from tourist guests and the learning process is also emphasis on aspects of mastery of English. All schools are motivated to create safe, comfortable, and high-achieving schools. These student achievements can be achieved thanks to the support from teachers who always guide their students and also from supporting facilities, such as comfortable and modern classrooms, beautiful school atmosphere, and also equipped with wifi so that students can quickly capture learning.

SMP Negeri 3 Marga is the third school which is officially operational through Decree No. 183 of 2006 in the Banjar Susut area, Tua Village, Marga District, Tabanan. The human resources owned by this school in 2021 have also met the criteria as an ideal school, with 11 teachers and 162 students. Under the leadership of I Made Lastra, S.Pd, this school has become a comfortable school for learning, this is evidenced by the cool air temperature, quiet and beautiful natural beauty, and supported by adequate wifi facilities. Students of SMP Negeri 3 Marga also have several achievements at the local level to be proud of.

SMP Negeri 4 Marga is the fourth school established in Banjar Dinas Cau Belayu, Cau Belayu Village, Marga District, Tabanan on June 15, 2006. The potential of this school can be seen from its area which is located on the border between Tabanan Regency and Badung Regency and is close to with the location of the Sangeh tourism object, so that it has the potential to get attention from tourist guests and the learning process is also emphasized on aspects of mastering English. All schools are motivated to create safe, comfortable, and high-achieving schools. Drs. I Putu Ardana, M.Pd as the principal said that under his leadership SMP Negeri 4 Marga has made improvements to improve the quality of teachers, the quality of technology-based learning media, and the quality of school facilities and infrastructure. Some of the steps he has taken are recruiting honorary teachers who master technology, providing training to teachers related to their profession, and collaborating with several agencies in advancing schools.

Four Junior High Schools located in the Marga sub-district jointly have the task and function of educating students to become figures who have noble character and character as the forerunner of the realization of the 2045 golden generation. Prayitno & Manullang (2011) stated the end of education is character. So it is very clear that the final estuary of all educational activities is the formation of the character of students. Character is closely related to the attitude of a person. This is in accordance with the opinion of Harrell (2004) which states that the character is an attitude by emphasizing "in your life, attitude is everything. Your attitude today, determine your success tomorrow. What ever you do in life, if you have a positive attitude, you'll always be 100 percent". Attitudes are expressed as negative and positive perceptions that underlie the motivation of one's actions.

However, it is very unfortunate that the school's efforts in instilling character values in its students have not been assessed optimally. Several cases of delinquency committed by the younger generation that occurred in the Bali area, such as: 1) On 15 May 2021, the Jembrana Police revealed a case of destruction of daksina linggih that occurred in several places of worship (merajan) in the sub-districts of Lelateng, Banjar Tengah and Baler Bale Agung, which was conducted by six teenagers (Mahendra, 2021); 2) based on the results of

research by Santoso (2000) related to juvenile delinquency in West Java and Bali, it is known that teenagers in Bali like to ride motorbikes at high speed (in urban areas 18.4% and in rural areas 22.4%), skipping school (in urban areas) .,1% and in rural 37.1%), leaving home without parental permission (58.4% in urban and 52.7% in rural), delinquency by scribbling on public facilities (31.7% in urban and 31.7% in rural areas). 19.6% in rural areas), juvenile delinquency leading to crime, such as extortion and theft (8.9% in urban areas and 17.7% in rural areas). Juliadi (2021) also revealed that criminal cases also often hit the Marga sub-district, this is like what happened in 2021 there were six cases of theft that have not been revealed until now, such as: 1) the case of theft of heirlooms at the Margarana Pujaan Bangsa Museum; 2) pratima theft at Bale Agung Umakaang temple, Banjar Geluntung Kelod; 3) cattle theft in Geluntung Village; 4) theft of cesari money at Puseh Temple located in Baru Village; 5) Theft in Banjar Pinge, Desa Baru; and 6) the theft of the Baleganjur gong at Pura Luhur Pucak Paruman Banjar Adat Batannyuh, Belayu Traditional Village.

Based on the crime cases that occurred, it is an indication that the perpetrators do not have noble character and character, moreover we all know that the Balinese people who strongly believe in the law of karma are no longer feared, moreover, most of these criminal acts target places of worship. Deviations in character values also often occur in the internal environment of SMP N 1 Marga, SMPN 2 Marga, SMP N 3 Marga, and SMP N 4 Marga. Several cases of deviations in character values that have occurred as expressed by each school principal, such as: 1) bullying a friend; 2) students play around during the prayer; 3) students are indifferent and disrespectful when there are guests visiting the school; 4) oppression of friends due to the dominance of senior students over junior students; 5) students do not care about the cleanliness of their environment; and 6) some students are often late to school or even often skip school.

This problem is a serious threat to the world of education, especially with regard to the sustainability of the character of citizens. If this is ignored, it will threaten the security of the region, nation and state and lead to the destruction of generations that correlate with the destruction of a country. This is in line with the opinion of Lickona (1992: 32) that there are 10 signs of human behavior that indicate the direction of the destruction of a nation, namely: 1) increasing violence among adolescents, 2) entrenched dishonesty, 3) increasing disrespect for parents, teachers and leading figures, 4) peer group influence on acts of violence, 5) increased suspicion and hatred, 6) worsened language use, 7) decreased work ethic, 8) decreased sense of responsibility for individuals and citizens, 9) increased self-destructive behavior , and 10) increasingly blurred moral guidelines. The problem of character is not just a weakness at the intellectual level, but more importantly is a weakness in the spiritual dimension. Sukidi (2002) states that the current character crisis is not only caused by an intellectual and moral crisis, but the character crisis originates and leads to a spiritual crisis (SQ).

Forming human beings into individuals who have character and have noble character is one of the aspects of the goals of national education, in Law Number 20 of 2003, in Chapter II article 3 explains that national education functions to "develop capabilities and shape the character and civilization of a dignified nation in In order to educate the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens. Education is seen as important in instilling character values. Camellia, et al (2022) emphasized that through education a person will understand his rights, obligations, and responsibilities to contribute

optimally to the Indonesian nation by prioritizing noble and wise attitudes and character.

Making students with character and noble character must be supported by improving the quality of teachers. Henderson (1999) states the crucial factor in accomplishing the purpose of a good school is the good teacher. The teacher factor is important in instilling character in students because teachers are expected to be role models for students in behaving. Therefore, the teacher's thinking must always be directed to the good. As revealed by Borg (2010) said, change your thinking, change your life. Teachers are expected to have wise thoughts and noble personalities to be able to become role models for students.

Various school efforts have been made to prevent student behavior that is contrary to character values. These efforts include: 1) imposing sanctions in the form of physical and non-physical punishments; 2) calling parents; 3) prohibition of students from bringing cell phones; 4) provide socialization of character values to teachers and students; and 5) the teacher provides learning by inserting character values. However, the efforts made by the school have not been effective, the evidence is that student deviant behavior still often occurs. Several things that cause student deviant behavior to continue to occur are caused by: 1) lack of parental attention to their children accompanied by a bad social environment; 2) the learning process which contains moral values so far has emphasized the development of IQ (Intellectual Quotient) rather than EQ (Emotional Quotient) and SQ (Spiritual Quotient). A teacher, for example, teaches his students about manners towards parents, but what happens in the classroom is that students are given books to memorize a set of knowledge materials about manners to parents. So, it can be said that the educational method used by teachers in delivering character values still has weaknesses, because it is concentrated on the cognitive aspect whose characteristics are requiring students to know and memorize concepts without touching feelings, emotions, and conscience, so that they pay less attention to personality development. ; 3) there is no practice of behavior and the application of character values in school life, and so far education has adhered to the learning paradigm to do exam questions rather than exams to study (learning to live). In fact, according to Elmubarok (2009) the most fatal failure of education is when students' products no longer have a conscience based on morality (sense of humanity). While the substance of education is to humanize humans, placing humanity at the highest degree by maximizing work and initiative.

Therefore, we need a program that is applicable and has clear and measurable outputs, namely through Community Service activities in the Marga District area with the title "Strengthening the Character of Junior High School students in Marga District based on IESQ in order to realize the 2045 golden generation". The focus of dedication is on character education "Golden Generation 2045" which includes dimensions of positive attitude, essential mindset, commitment to ability, based on IESQ. The essence of character education based on IESQ means that character education is expected not only to train certain traits to students, but also to build intellectual, emotional, and spiritual intelligent personalities. Character education with a good IESQ foundation is expected that students not only respect and appreciate good people but also respect and respect even those who are not good. The character of the 2045 Golden Generation is believed to be the main force in building the Republic of Indonesia into a great, dignified, advanced, and glorious nation forever.

The general objective of this Community Service is to provide reinforcement of the character values of the 2045 golden generation which includes the dimensions of positive attitude, essential mindset, commitment to ability, based on IESQ to junior high school

students throughout the Marga District. This service is felt to be important considering: 1) the request from each Head of Junior High School in the Marga District to provide character values strengthening and training as character education cadres to their students; 2) the occurrence of character decline in students in their daily lives; 3) the occurrence of an increase in criminal cases in the Marga District area which is allegedly due to the low character of the perpetrators; 4) Weak public speaking and students' mentality when appearing in public spaces.

2 Method

The method of implementing Community Service held in junior high schools throughout the Marga District is carried out using the flow and activity plans as shown in the following figure.

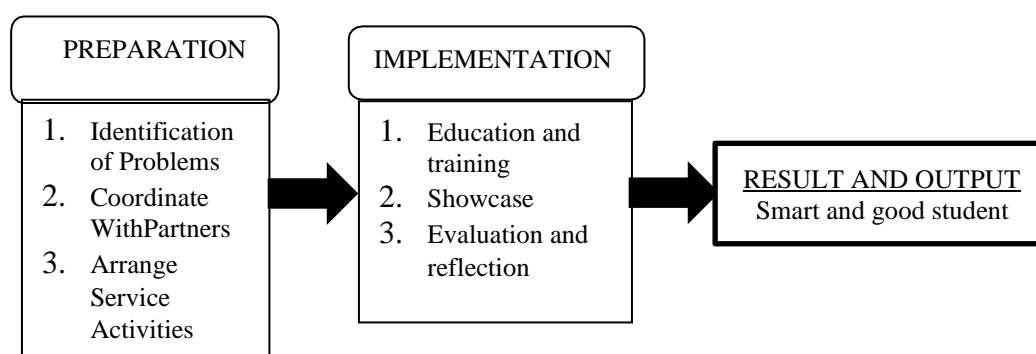


Figure 1. Flow of Implementation of Character Value Strengthening Service Activities

The flow scheme for the implementation of character value strengthening activities for junior high school students in the Marga District above, can be described as follows.

2.1 Preparation Stage

The stages in the preparation for the implementation of Community Service in Junior High Schools throughout the Marga District include:

- 1) Develop a Community Service program that is adapted to the COVID-19 pandemic situation
- 2) Prepare administrative equipment for submission of service locations in each school.
- 3) Requesting permission as well as coordination with the Heads of Junior High Schools throughout the Marga Sub-district related to the implementation of Community Service;
- 4) Identifying the problems faced by the residents of SMP in Marga Sub-district regarding character.
- 5) Prepare activity banners and training materials;

2.2 Implementation Stage

The implementation of this PkM will be carried out using three circular methods, namely: training methods, mentoring and performance, and evaluation/reflection on learning experiences.

- 1) Training Method. This method is done by providing education and training to students which can also be used as a model in disseminating character values through speeches. This training will be given to 20 students from each school with a strategy for presenting material about character by resource persons and demonstrating examples of speeches. In addition to the presentation of material about character by the resource persons and demonstration of examples of speeches, the students were also asked to learn the character values contained in the speeches delivered. The resource persons finally linked these character values with examples of real behavior in everyday life, how good behavior gets good rewards; while behavior with bad character can reward bad deeds as well. To strengthen students' understanding, students are given the opportunity for question and answer and discussion to discuss more intensely and in depth how to make speeches and learn character values can be developed.
- 2) Mentoring and Performance Method (Showcase). The second activity after the implementation of the training was continued with mentoring activities by resource persons to learn to develop speech skills and provide learning character values as previously stated. Three student representatives in each school were assisted in how to write a speech to be delivered in front of the class. If students have demonstrated their abilities, the students of this model are asked to perform a showcase by learning to demonstrate speeches and to learn character values based on the script they made. After that, the representatives of the students of this model were also given assistance in making audio-visual works from speech activities and learning character values that they did themselves. The results of this audio-visual work were also then socialized as a result of the students' performance.
- 3) Evaluation and Reflection Method. The third step in this PkM activity is to evaluate the results of the first and second activities. Evaluation is carried out with three data collection techniques, namely: 1) observation of activities and product results that can be shown by students; 2) in-depth interviews with teachers and students on the PkM implementation process; 3) Quiz Competition with the theme "Character Education" among junior high schools in Marga Sub-district in testing and assessing students' abilities in character education materials. The Smart Competition which is used as a process of evaluation and reflection of the success of the implementation of this service will be carried out with the following signs.

Table 1. Character Education Smart Competition Signs

No	Targeted competencies	Methods and Instruments	Output
1	<i>Moral Knowing</i>	<ul style="list-style-type: none"> • Multiple choice questions • Essay questions 	<ul style="list-style-type: none"> • Moral Awareness • Knowledge of Moral Values • Perspective Taking • Moral Reasoning • Decision-making • Self-Knowledge
2	<i>Moral Feeling</i>	<ul style="list-style-type: none"> • Showing video speeches from friends • Displaying videos containing character values 	<ul style="list-style-type: none"> • Conscience • Self-confident • Empathy • Kindness Love • Self control • Humble
3	<i>Moral Action</i>	Role playing or drama that contain good character content.	<ul style="list-style-type: none"> • Competence • Desire • Habit

3 Results And Discussion

The implementation of community service with the title "Strengthening the Character of Junior High School Students in Marga Sub-District Based on IESQ for Realizing the 2045 Golden Generation" has been carried out from April 4, 2022 to August 31, 2022. The activity can be carried out well because it has begun with a discussion on the plan of service activities to the principal or deputy principal or teacher in each junior high school. The things discussed were related to the determination of the schedule, additional topics, and the location of the activities so that the activities could be on target and not conflict with other agendas owned by the school. Basically, this PkM activity aims to 1) assist junior high school residents throughout the Marga Sub-district in solving the learning problems they face, especially those related to the cultivation of character values; 2) encourage the growth of creativity, motivation, and innovation of junior high school residents throughout the Marga Sub-district in overcoming the problems they face, through the creation of teaching materials in the form of audiovisual videos of speeches in internalizing character values; 3) develop potential, school models with character/characteristic personality in junior high schools throughout the Marga District; 4) encourage the realization of independence, comfort, and enthusiasm for learning in junior high schools throughout the Marga District.

Problems regarding character values that can be identified through interviews include:

- a) There are some students who are still low on honest character. This problem was obtained based on the results of interviews with each junior high school in the clan sub-district. For example, students lie to their parents if there are fees to be paid to school, but when their parents check the truth at school, it turns out that it is not true.
- b) There are students with low discipline character. This problem was obtained based on the results of interviews with each junior high school in the clan sub-district. The evidence is that there are often students who come late to school, some students do not wear uniforms according to the rules, and some students are outside the classroom when the bell signals the start of class.
- c) There are students with low tolerance character in SMP Negeri 2 Marga. Students who study here are more heterogeneous. In the observation activity, it was found that there were still students who had to come to the BK room because the student bullied a friend of a different religion. This is very concerning.
- d) There are students with relatively low environmental awareness in SMP Negeri 1 Marga and SMP Negeri 2 Marga. It is known based on interviews with the principal of SMP N 1 Marga and vice principal for student affairs at SMP N 2 Marga that some of the students are often found enjoying walking in the park, even though the road has been provided. In addition, there are some students who like to litter, even though a trash can is provided.

Education and training for students who can also be used as models in disseminating character values and understanding the concept of Pancasila student profiles runs smoothly through online media. Students are asked to understand the character values and components of the Pancasila student profile that have been described by the resource person. Resource persons relate these character values with examples of real behavior in everyday life, how good behavior gets good rewards; while behavior with bad character can reward bad deeds as well. To strengthen students' understanding, students are given the opportunity for questions and answers and discussions to discuss more intensely and deeply related to learning these character values can be developed.

The second activity after the implementation of the training was continued with mentoring activities by resource persons to learn to develop speech skills and provide learning character values as previously stated. This activity was carried out from July 6, 2022 to August 4, 2022. Two representatives of SMP Negeri 2 Marga students were assisted in making speeches to be delivered in front of the class. If students have demonstrated their abilities, the students of this model are asked to perform a showcase by learning to demonstrate speeches and to learn character values based on the script they have made. After that, the student representatives of this model were also given assistance in making audio-visual works from speech activities and learning character values that they did themselves. The results of this audio-visual work were also then socialized as a result of the students' performance.

The third step in this PkM activity is to evaluate the results of the first and second activities. The evaluation was carried out on August 5, 2022, which was located in the Auditorium of SMP Negeri 2 Marga. Based on the results of observations of activities and product results that can be shown by students in the form of speech demonstrations, it is known that the training and mentoring process carried out from July 25 to August 4, 2022 went as expected. Based on interviews with the respective principals, teachers, and student representatives, it is known that they are very enthusiastic about participating in the community service program designed in 2022, they also propose that the implementation of community

service that takes the field of character to be continued in 2023. Principals of SMP Negeri 1 Marga also revealed that its school is ready to host the Smart Quiz Competition in 2023. The Quiz Competition which was held on August 5, 2022 also generated a positive response among students, principals, and teachers because this competition is open and able to take advantage of digital technology (kahoot) as the competition medium. The results of this competition were SMP Negeri 4 Marga (1st place), SMP Negeri 1 Marga (2nd place), SMP Negeri 2 Marga (3rd place), and SMP Negeri 4 Marga (1st place winner).

4 Conclusion

Community service is able to run well. This is because the activities have gone through good and planned preparation. Students in the marga sub-district also experienced a satisfactory increase in character, as evidenced by the number of students who began to realize that they should always respect their friends, and they believed that when they did good deeds, the results obtained were also good, but on the other hand, if students did bad deeds, then the results were good. the results are bad too. Students who have IQ (Intellectual Quotient), EQ (Emotional Quotient), and SQ (Spiritual Quotient) are believed to be smart and good students. This smart and good student figure is the figure of the golden generation that is expected by the Indonesian state in 2045.

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