

RESILIENCE AND PROSOCIAL ATTITUDE IN DEVELOPING CHARACTER OF SOCIAL STUDIES STUDENTS

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In the modern era, a decline in the character of Indonesian people, especially the youth. Juvenile delinquency and promiscuity, a few small examples which can be an indication of poor quality of the character of the nation. Coupled with the current onslaught of modernization and globalization, making the character Indonesian youths lost their identity. In fact, the attitude and behavior of today's youth increasingly distant from the values of Pancasila. In addition, the norm or customs of a region that has the wisdom and philosophy of life is also faded existence. One character value of the identity of the Indonesian nation is to uphold the unity, and always in cooperation and mutual help between the members. Instead, the value of the character began to shift toward individualistic, indifferent and antipathy towards the surrounding social environment. Moreover, Indonesian youth today seem indifferent to the condition of others. Moreover, education is now also very minimal attention to the establishment of a positive character and solid. This reality shows that education in Indonesia is more oriented to the results achieved, and not on the learning process is carried out. As a result, cognitive intelligence learners become more mainstream size, than the moral intelligence and morals. Not surprisingly, that today many students do not have the knowledge that good manners, and not knowing a positive learning ethics. If intelligence knowledge is not matched with moral intelligence and morals, of course ideals of the Indonesian nation to be a sovereign country, just, and prosperous will be difficult to achieve. Therefore, to overcome gaps and degradation character of the nation, then the attitude of resilience and prosocial do. Resilience and pro-social attitudes have compatibility with the character of the identity of Indonesia, so that both the attitude will be able to become a powerful formula to improve the character and behavior of the nation today. Both attitudes are also very relevant if applied in education, and can be injected to students since the level of childhood, primary and secondary schools, up to college level. Both of these attitudes can be done, if it begins with mutual open, followed by a positive prejudice against others,

and the willingness to help others. In addition, one of the factors that determine is the trust factor.

Keywords: Character, Resilience, Prosocial, Students

INTRODUCTION

Every human being living in the world certainly has character or characteristic that is different from other human beings. Characteristic of a person's character can be called as a character. Of course a person's character is formed since childhood, because of genetic and environment take effect on the formation of character. The process of character formation consciously or not, will certainly affect the person in view of the environmental conditions, which will be reflected in everyday behavior.

In the world of education, educators generally assume that educational success is only measured in purely academic objectives. Not surprisingly, when the educational process will be in the cognitive domain. That applies in education, ranging from the Basic level education to university. When the curriculum was made with the intention of more emphasis on character, it seems to be a burden to educators. Thus making character education as a heavy burden are difficult to be implemented in learning among primary to secondary. This proves that the success of education was emphasized to the cognitive domains. Such a situation is more ironic, when in Education in which Students is the forerunner of educators just wrestle to the project activities, preparation of reports, and the ambition of the value to achieve the targets that have been imposed and the desire to finish the study, and were impressed indifferent to the development of soft skill and character in him. Indirectly it can obscure their character.

Such conditions can indeed develop academic value that can later be used in everyday life. But as a student of character, it is certainly not enough. As an agent of change, the student is required to apply Tridharma, namely Education, Research and Community Service. For the implementation of Tridharma, a student must have a bold character, responsible, and efficient. The third character shall inner essence merupakakan student, so the brand Agent Of Change looks and feels its existence, not just a jargon which always echoed but implementation is nil. When the spirit Tridharma be used as the foundation of Agent Of Change is certainly a quality that students do not need to doubt.

Before discussing the character development of students who brave, responsible and efficient, it must first be known to the notion or concept of the character. Literally, "character" is more inclined

psychologically meaningful, because it involves aspects of personality, manners, morals, and the properties that distinguish a person with another person (Sulistyarini, 2010: 2). Based on the character of all, a person can be judged by others. From the context of the character, indicating a moral element and even behavior. Good or bad a person's behavior will reflect the character possessed. In Indonesia, the concept of the characters have been included in the world of education. Megawangi (in Sulistyarini, 2010: 3) explains that the concept of the characters contained in the education world who then called the nine pillars including the following:

1. Love God and the Universe and its contents.
2. Responsible, discipline, and self-reliance.
3. Honesty.
4. Respect and courtesy.
5. Compassion, caring, and cooperation.
6. Confident, creative, hard work and unyielding.
7. Justice and leadership.
8. Good and humble.
9. Tolerance, love peace, and unity.

Based on the above nine characters can be realized in a bold attitude, responsible and efficient. Each student should apply a minimum of three things, so that later the nine pillars of character can be implemented in a comprehensive manner.

Develop these characters, it takes a vehicle as well as the proper method (Chrisiana, 2005: 83-85). Means that the form of an attitude that can be implemented or applied directly in everyday life. The reason for this is the only character in the form of an abstract concept that less is run, especially in the social life. In fact, so that all characters can be successfully implanted habituation and training necessary to implement some specific attitudes.

Based on the above, the conclusion is that the character is an aspect of personality that is meaningful regarding the psychological and moral person. Students already should have the character of a brave, responsible and efficient, because in the days to come forward whether or not the state of Indonesia is also influenced by the character of the youth, especially students. Strong character and mental steely, will be able to apply Tridharma which has become an integral part. During this time the character of students is still limited by the academic targets, so it takes an attitude to break these limitations. An attitude that reflects the character of the student should be applied in everyday life is the attitude of resilience and prosocial. Both attitudes are at least can be a means for

students to develop character, although there are many other means to develop the character of students.

Based on the above common problems in the paper can be formulated, how the attitude of resilience and prosocial students can develop the character of the brave, responsible and efficient? Instead a special problem in this paper can be formulated as follows:

- 1) What is the attitude of resilience and prosocial?
- 2) How does the application resiliency attitude can develop the character of the students?
- 3) How is the implementation of pro-social attitudes can develop the character of the students?

DISCUSSION

1. Resilience Attitude

Today the concept of resilience has become an integral part for the community, especially the intellectuals. The intellectuals who have high activity, clearly have a fairly high level of stress, both from the students, as well as from educators. The existence of this resilience can help the intellectuals to overcome problems in daily life. Moreover, in the 21st century is, consciously or not, people need the ability resiliency to confront the state of life in the modern era, full of changes and challenges. Changes very fast, and the challenges of life that can cause unpleasant effects, certainly needed a good resilience capabilities.

Some scientists agree that the attitude of resilience it needs to be built and applied in human life. Resilience is considered the foundation of all positive character in building emotional strength. Resilience can build courage, perseverance, and rationality. Even the recognized resilience can determine a person's style of thinking and behaving, which later can make a person memeiliki role in public life, which in turn would lead to a power to the individual (Desmita, 2011: 198-199).

According Desmita, resilience (resistance, resilience) is the ability of a person, group, or community that allows it to eliminate the adverse circumstances, or in other words the ability to change the conditions of life of misery into something fun or fair (Desmita, 2011: 201). For people who are resilient, resilience can strengthen a person's life. Resilience also will make a person able to adapt in dealing with unpleasant conditions, and will enhance the social and academic competence, even in a state of great stress experienced. Although resilience is the ability of individuals to survive in the depressed condition, it does not mean resilience is a trait, but resilience is a process.

According Wolins in (Desmita, 2011: 202-203), mentions seven resilient individual characteristics, namely:

- a. Initiative; the ability of individuals to be able to take on the role or action.
- b. Independent; the ability to prevent negative things.
- c. Having insight; critical attitude towards the irregularities that occurred in the environment or analytical skills in the social world around them.
- d. Relations; one's actions dalam menjalin relationships with others.
- e. Humor; a person's ability to dilute the atmosphere tense.
- f. Creativity; particularly acts committed in solving problems can be done in a way that is effective and efficient.
- g. Morality; individual consideration of the merits of a state, and put the interests of others.

While the factors that influence the formation of resilience as follows (Grotberg, 1999):

1. Trust; with regard to the development of a person's confidence in the face of environment conditions.
2. Autonomy; understanding of someone who realizes that he is a figure that is independent, separate and distinct from the surrounding environment.
3. Initiatives; the willingness and ability of the individual to do something new.
4. Industry; concerned with individual skills development.
5. Identity; understanding of the individual himself, whether a state of physical and mental condition.

All of the above factors into the main foundation for the development of a person's resilience, particularly in the face of unpleasant conditions.

2. Prosocial Attitude

Prosocial attitudes are positive social behavior which makes physical or psychological condition of others for the better, such behavior is done on a voluntary basis without expecting any reward, reward, or award. Prosocial attitudes can include helping attitudes, contribute, and share. Meanwhile, according to sources Karylowski prosocial attitudes can be divided into two parts, namely "endocentric and Eksosentris". Source endocentric that prosocial attitudes that come from within oneself. Endocentric source is also a person's desire to transform

themselves into a better direction. Source Eksosentris that prosocial attitudes that come from outside the individual it self. Source eksosentris aim to promote, make things better, and help others out of the plight that befell others. The fundamental reason for the advance of others is due to:

1. The realization that someone who has difficulty need help.
2. Between giver and recipient are bound by social relations "advance".

Prosocial attitudes can be seen as one of the behaviors needed to sustain life. It will be able to make human life as a helper function and that helped. If the individual in running social life no attitude helping each other, sharing, and mutual accounted for, it will be bad for the unity of the community. There are several factors that influence the development of pro-social attitudes, among others:

1. Parents. Parents have a great influence on the process of socialization of their children. In addition, parents are role models for their children. Therefore, it is proper parents to educate their children began by giving an example or a positive role model.
2. The teacher or educator. In the world of education, teachers or educators will encourage students to be prosocial along through several techniques and learning activities.
3. Peers. The influence of peers on a person's behavior, particularly in adolescence is enormous. In fact, peers become one of the social agents that are outside the family environment. Peers will also provide a kind of stimulus to someone in particular regarding prosocial attitudes.
4. The mass media. The mass media is one of the very important social agents. Information derived from the mass media certainly will impact the mindset, which can ultimately be reflected in everyday actions.

In addition to these four, the development of pro-social attitudes are also closely related to the moral and religious. Regulation in the religious and moral values in society generally require to help fellow human beings. Indonesia as a country that upholds the values of local wisdom, certainly very supportive towards prosocial attitudes. Therefore, it will facilitate prosocial attitudes to apply in an individual's life.

3. Resilience Attitude in Developing Characters of Social Studies Students

Based on the above it can be seen resilience sebaagai a process rather than as a trait. That is the attitude of resilience is the ability of a person obtained through the learning process, can also be derived from experience and environment. Therefore, the attitude of resilience applied in everyday life, must be able to influence the character of a person, especially students. There are six stages of the development of resilience

that can later become the foundation of character development in the world of college, six stages include the following:

1. Increase Phase Bonding Stage
This phase is done to strengthen the relationships (relationships). This stage covers the relationship between an individual and personal prosocial.
2. Set Clear and Consistent Boundaries Stage
Stage in building the resilience of students on campus to maintain the consistency of the regulations in force.
3. Teach Life Skills Stage
This stage teaches a wide variety of life skills, which include collaboration, creative conflict resolution, communication skills and problem solving.
4. Provide Caring and Support Stage
This stage includes the provision of attention and positive motivation. This stage is the most crucial step, because the facts show that the student is impossible to overcome the difficulties in the absence of protection and attention from others.
5. Set and Communicate High Expectations Stage
This stage can foster resilience provide students with high expectations. This stage can be assessed with the academic success of students. The reason is high and realistic expectations can become an effective motivation.
6. Provide Opportunities for Meaningful Participation Stage
Strategies that can be used to foster resilience by giving students the responsibility and the opportunity to participate actively. Students are treated as individuals responsible and accountable for participation do (Desmita, 2011: 209-218).

From the sixth stage will indirectly shape the character of the brave and responsible student. The reality in the life of the college, the campus is a critical environment for each student in developing the ability to get out of trouble or distress, as well as the campus into a place to develop social competence and academic. Therefore, students who apply resilience attitude in daily life will form a formidable character, not whiny and dare confront the challenges or obstacles. Thus, the attitude of resilience will be able to develop the character of students.

4. Prosocial Attitudes in Developing Characters of Social Studies Students

As noted earlier that prosocial behavior is an attitude that makes others better conditions and carried out on a voluntary basis without

expecting appreciation, attention and praise. Prosocial attitudes that a person will be able to develop a variety of characters, especially in the social field. As social beings, humans certainly have an obligation to help each other or improve a situation. It certainly has become a responsibility that must be followed. Indirectly, it will develop the character of the student responsible. The reason is the students are expected to have the ability and qualified skills in order to improve people's lives. Therefore, these responsibilities must be done consistently.

Therefore, to develop pro-social behavior there are several steps that need to be considered are:

a. Compliance & Concrete, Defined Reinforcement

This stage someone to provide help because of demand or order that preceded the reward or punishment.

b. Compliance

At this stage the person doing helping behavior because it is subject to the authority (not based on its own initiative).

c. Internal Initiative & Concrete Reward

These levels depend on someone to help because the reward will be accepted. Selfish elements and motivation to get the prize will be someone to help others.

d. Normative Behavior

At this stage a person helping others to meet the values and norms in the society, it is followed by the positive and negative sanctions. Helping behavior is done because of the motivation that viewed favorably by others. At this stage the expectations will award no significant concrete yet.

e. Generalized Reciprocity

This stage helps a person to be based on the universal principle of exchange. That is, one believes when providing help will soon get help from others.

f. Altruistic Behavior

At this level, someone did the attitude of mutual help voluntarily. Help actions solely to benefit others without expecting a reward. Measures to help on the basis of their own initiative and principled moral (Desmita, 2011: 240-243).

Similarly the attitude of resilience, prosocial attitudes also need to be done gradually. Although there is a person who has reached the highest stage in performing prosocial attitudes. The campus is one context that gives an important role in the development of social skills of students. Prosocial attitudes is one attitude that has become an integral part. The reason is, this attitude will determine the character of students, especially in building relationships with other people. Every student at

least be willing and able to provide assistance to others, in order to create a harmonious social life.

CONCLUSION

Based on the explanations that have been described previously, it can be concluded that some of them:

- a. Resilience and pro-social attitudes can be a means for students to develop the character possessed, especially the brave, responsible, and efficient. The application of resilience and pro-social attitudes in everyday life, indirectly would be able to impact on the character or nature of the student. A resilient attitude shown by his courage in changing the lives of miserable be fun. The attitude will spur the courage of a student in acting for the good and progress of life.
- b. The prosocial attitudes shown by a individu concern for fellow human beings. Each student is expected to have an attitude of helping each other in the campus. Not only limited to material assistance, but also required the active participation of each student in development activities. Indirectly, it will encourage each student to be responsible for participation does. Over time, students will continue to learn, which in turn will create a greater efficiency than ever before.
- c. Although it takes time, both the attitude ought to be applied. Considering both this attitude can be applied to the learning process is done gradually. As described previously, that the attitude of resilience and prosocial not a nature, but a process that is acquired through learning or experience.
- d. Social issues have concerned the problems of social values and morals in today's modern era (Soekanto, 2012: 311). Of course this has penetrated into aspects of the national character. If it is ignored, would clearly undermine order and moral values of the nation. Therefore, at least the resilience and pro-social attitudes can be applied in everyday life. The goal is that the students are bold character, responsible, and efficient can be applied and embedded in every soul student. Both attitudes are not only able to develop the character of students, but will maintain the value of humans as social beings.

Suggestions

Based on all these explanations, the attitude is very good resilience and prosocial applied in order to develop the character of students who dare, responsible, and efficient. The reason is a matter of moral character of a person, so it takes a vehicle in the form of real action or behavior to develop. Prosocial attitudes resilience and indeed only a few alternatives in the development of character, it must be admitted that

the means or method of character development can still be done in other ways. However, at least two such attitudes may reflect personal daring and efficient through a resilient attitude and responsible character can be seen through prosocial attitudes.

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