

## Internationalization Dynamics of Character Based Education Pandemic

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### Abstract

The study aims to identify the manifestation of Character Based Education Pandemic in internationalization Dynamics. It also explore concept of character as a part of pandemic process throughout human life and investigate on how pandemic plays role in character. In order to meet the purpose of the research, the qualitative approached, as it is in line with this particular study which is descriptive in nature. The data was gathered through the utilization of the semi-structural interview with two different respondents. In accordance with many of the previous theories regarding the character based education in pandemic, it is found that the application of Character Based Education Pandemic of internationalization dynamics to be a better character. Improvement and successful program indirectly derived from manifestation of the characteristics of Character Based Education Pandemic namely faith in oneself, the aspiration towards excellence, the tenacity to challenge

**Keywords**

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themselves, the engagement of support from others, and the continuous deliberate practice. Through the act of character based education, internationalization dynamics will evolve toward the betterment and so will the organization.

**Keywords:** character based education, support, internationalization dynamics

**Introduction**

Character usually seen as an individual with higher competence or ability in one or many fields, who are able to influence the member to work together towards goals. It indicates that success of an enterprise or an organization highly depends on one's character. Without the existence of the character, the enterprise will surely fail to reach the intended goals or objectives. The character itself is delineated as the act of leading and guiding. The character s exist to manage and help the organization toward the success, further the character s also have the responsibility to the member of the organization to help them improve in every aspect of life (Posner & Kuozes, 2016). The importance of the character however creates many myths around them that deter people for even trying to fulfill their character potential. Related to the character and its characteristics (Kouzes & Posner, 2016) has proposed five fundamental characteristics to be an exemplary character. The characteristics include confidence in oneself, aspiration towards excellence, courage to face challenge, engaging support from other, and the tenacity to practice deliberately. The exhibition of those characteristics are believed to be the reflection of excellence act of leading. Character inspire people not only those who lead but those who are led. Character is inspirational, it inspires people through some values in which guide them toward success and significance in life. As a part of operating modern and independent world, character offers inspiration, transparency, reputation, purpose, and commitment. (Bowman, 2014:59).



Figure 1. Character Based Education. (Source: springer.com)

Based on the proposed theory, this study intends to examine and explore the manifestation and real-life application of each exemplary characteristics of Character Based Education Pandemic. This issue is discussed through the elucidation of the existence of one particular act of character and character style that will also prove that the character can be gained through the act of learning. Further, the issue also will be expounded through the illumination of what makes the character different is the competence, believe, principles as well as the motivation to improve not only for themselves but also organization and every individual under his/her power. Therefore, this paper will address the idea of character as the created and nurtured competence that can be gained through learning and exercise.

## **Method**

The main purpose of this research is to identify and investigate the application of Character Based Education Pandemic in real life, especially in the area of education. In the senses, the study seeks to provide evidences of the manifestation of application derived from various character based education theories, proving the existing theories of learning character, and identify the manifestation of the theories, the study focused on investigating and exploring the occurring pandemic phenomenon. Due to its nature, the use of the qualitative approach deems relevant and the most appropriate to conduct this research as this research favors descriptive rather than numerical data (Fraenkel & Wallen, 2009). Subsequently the qualitative approach favoring more on the process of how the phenomenon may occur instead of the result, in line with the circumstances and the condition of this study. Therefore the study will be explored through qualitative and descriptive means.

**Instruments.** To aid the qualitative approach the interview and questionnaires were chosen as the techniques to gather the sought data in this study. The interview is purposively designed to gain clearer view or understanding towards the characteristics of the character s including their capacity and experience in the line of duty. The respondents are chosen due to their practical experience in the educational institution with different environment as it becomes the main focus of this study on how the character strive through learning, regardless the situation or the given odds. Meanwhile, the questionnaires are used to identify principal character capacities and Character Based Education Pandemic growth.

The interview consists of several questions that indicates and related to the five fundamentals of exemplary character: believe you can, aspire to excel, challenge yourself, engage support, and practice deliberately (Kouzes & Posner, 2016). The indicators will be identified through the use of the Character Based Education Pandemic characteristic in real life application by the mentioned respondents. To follow Patton & Cochran (2002), the interview was conducted in semi-structural condition, in which the interviewer used the prepared guideline made up of open-ended questions defining the area to be explored as the interview goes. To maintain the validity and the reliability of the data gained from interview, the conducted interview were recorded. The recorded interview aims to aid researcher in transcribing data from the interview.

**Research Questions.** The stage of the study is directed to explore the questions and the character growth related to five fundamental of Character Based Education Pandemic i.e: first believe you can, second aspire to excel, third challenge yourself, fourth engage support, and fifth practice deliberately. In order to specify the focus of the study, the research is formulated as follow: (1)How does pandemic play a role in character based education? (2)How exhibition of action as exemplary character based education pandemic helps the internationalization dynamics practice?

## **Results and Discussion**

The identification and the interview with the respondents lead to discovery that the path towards character clearly engraved with the process of learning. The significance is reflected through the demonstration and the outcome of the character itself. The believe of how learning influence greatly in the act of leading is supported by Brown & Posner (2001), the conducted research found that there is a significant relation between the act of leading and learning process. Further this study found that the survival of one's character and the leading ability come gradually through different situation and experience, as can be seen from "...in the character, there are many factors. We need to see the situation and condition. What is happening,, we observe and involve little by little, not through the sudden act, impulse and force. So from the given situation and condition, what can we learn from the environment." The previous excerpt confirms the needs of learning in the eye of the respondents as one of the requirements in process of leaning. The respondents learn from the environment and the given situation, he assess factors and to improve, as stated above. Additionally, the examination of the character practice in sample are stem from the process of learning. It indicates that the character and learning is intertwined and plays important roles in organization including the self-govern individuals.

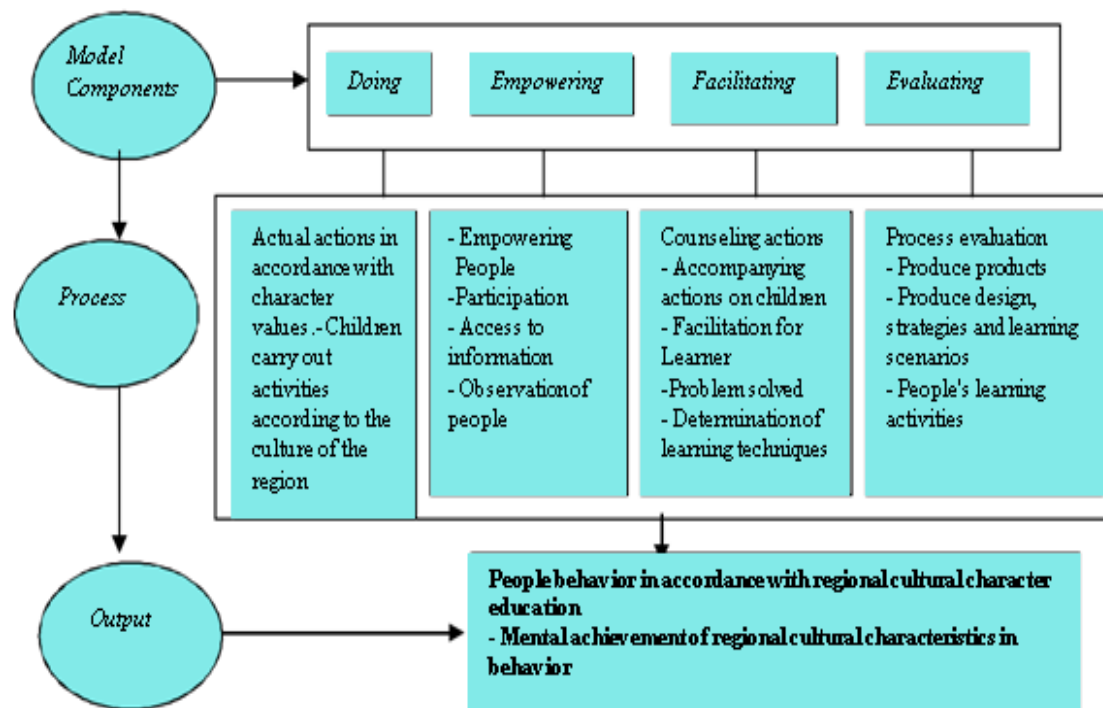









Figure 2. Internationalization Dynamics of Character Based Education Pandemic. (Source: Kouzes, 2012)

Based on figure 2, It is manifested by the act of fixing the values, attitude and organizational moral in all aspect. The character tends to give out everything they have once they have clear ideals, values, and principles, they feel involved and responsible for everything that happens inside organization. This attitude is proven to be exhibited by both character s as they clearly enforcing all the means necessary to improve the situation. The sense of aspiration also affecting the member of the organization at the same time will have more sense of pride and sense of belonging for the organizational and individual development and success. Therefore, the character can be indicated as the aspiring character, when they have a sense of purpose, clear goals and forward looking (Kouzes & Posner, 2016; Posner, 2015; Posner&Kouzes, 2011)

The third fundamental namely “challenge yourself” refer to the tenacity to learn new things, or even face the issues head on. The study found that both character perceive challenge as the chance to better themselves and organization, they embrace the challenge and make them count range from creating new rules, creating new program, and changing the parents and societal paradigm. Challenge will create the opportunity to learn, thus character with keen sense of learning have a big amount of courage to face challenge outside or inside their territory, they have persistence and resistance towards problems. The needs to learn new to things and to improve the quality and capability become one of the aspects as a learning character (Kouzes, 2012; Kouzes & Posner, 2016). Consequently, they perceive challenge and new vision and initiative as a necessity as a form of experiment so, they can learn and experience as well as exercise their ability to face problems and new worlds. Challenge creates a cycle of learning in which becomes the field of practice or even battle field practice (Robinson, 2016; Kouzes, et, al, 2010; Brown & Chihiro, 2002; Wrzesniewski, 1997)

Table 1. Internationalization Dynamics of Character Based Education Pandemic (Seven Countries of Author’s Team)

No	Country	Internationalization Dynamics of Character Based Education Pandemic
1	Indonesia 	Character based education Pandemic in Indonesia, formula at <i>ing ngarsa sung tuladha, ing madya mangun karsa, and tut wuri handayani</i> , continuity towards unity of world culture (convergence), and still have personality traits in the world humanitarian environment (concentric).
2	Malaysia 	Integrating universal values, and cultures that bind together different ethnics using common language, and ap-proach is an integral part of character education framework.
3	Thailand 	Character Based education Pandemic in Thailand use 21st century cultural mandates (ไทยนิยม) Thailand has a particular interpretation of education for sustainable development.
4	Netherland 	Character based education in The Netherland government introduced a so-called ‘intelligent lockdown’ to curb pandemic. A key word, which became a true catchphrase in the government’s communication, was ‘social distancing’ sustained ‘one-and-a-half-meter society’.
5	Uzbekistan 	Character based education in Uzbekistan, main goals for making a branch of edu-networks are the following: expanding educational services; developing a system talented entrants and students.
6	Madagascar 	Character based Education in Madagascar these have tended to be non-local factors such as welth, contact, alliance with influential outsiders, and legitimation foreign technical skill ( <i>fahaizana</i> )
7	Japan 	In activities character based education in Japan, facilitated by <i>Tabunka kyosei risosu senta tokai</i> . Its played an important role in connecting administration and civil actors, demonstrating validity of the concept of character based education in Internationalization dynamics

As the educational characters, the study has discovered that both respondents and character s go along the way to help the and encourage every aspect of educational stakeholders to involve in the process, proven by “Solving the problems by involving parents and building good communication with communities and stakeholders” or “seeking support from the government to improve the facilities”. The study suggests that the collaboration between character s, communities and parents or society in general leads to the success and the improvement of the organization in this case the involved (Henslin, Vandwalle, & Gary, 2006; Lake & Flynn, 2008). Both of the character s exhibit the act of collaboration through the engagement of support from parents, surrounding society and government.

The last fundamental examined in this study is the “deliberate practice” by the character s. As expected from any other activities, the mastery in the character and the capability in it is influenced by the amount of practice. The key the last fundamental is “deliberately” it implies that the conducted practice needs to be tailored and designed specifically based on the purpose of the practice to improve the weakness and reinforce the existing strengths. Covin and Ericsson (in Henry & Baron, 2010) stated that deliberate practice demands high level focus and concentration, and for it to success and take effect it needs to be specifically designed to strengthen the performance beyond its current levels. The activity needs to continuously, hence require a lot of time. Regardless the amount of effort and time needed, the examination suggests that both character believe in the significance of practice throughout the process of leading. It is proven by the annual meeting between character in order to share the strategies and experiences in teaching and leading. The meeting proven to be effective as character s can learn not only from their own experience but through others’ mistakes and strengths.

## Conclusion

The outcome of the research suggests that the character is intertwined with the learning activity and process. It is proven that most of the character improve. The organizational decisions, responsibilities come to the improvement through the act of learning both from the staff and character in power. Subsequently, Character Based Education Pandemic as an exemplary style of character serves as an eye opener to the fact that every human being has a chance to be someone and we all has a chance to be better through learning. It is also proven how the act of leading intertwined with the core of human as a learning-being. As an exemplary character , one needs to have the quality of faith to believe in their self, in which they have purpose to make a betterment and aspiration towards the excellent, and never waver in the face of the challenge, but nevertheless are able to admit that they need support from those around them to the obtain greatness, and are still humble enough to keep trying to address their weakness and strengthen your existing strength as the process of never ending learning process to be a better

character. Everyone is different and follows a unique path of development. We are all on an evolutionary journey, but most of us will not realize it until a certain event has caused us to awaken and realize we are all involved in the process of growth.

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