



SUSTAINING CIVIC-BASED MORAL VALUES: INSIGHTS FROM LANGUAGE LEARNING AND LITERATURE

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ABSTRACT

This study aims to examine the cultivation of national character in the global era through language and literature learning. It discusses the global characters that need to be achieved by the Indonesian people. There are three core values: global, national, and regional character subjects, standing complementary with the language and literature learning. This concept was applied into full-day school basis through three stages, namely directly use of foreign monolingual language method; non-direct method, foreign language assisted by bilingual national language; and the indirect use of method, foreign language assisted by national language and mother tongue (multilingual).

Keywords: Moral values; Language Learning; Literature; Full Day School; Human Resources; Learning Quality

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1. INTRODUCTION

Studies on national characters in the global age as today is part of a pivotal thing to be observed as has been taken place in Indonesian society as a developing country. The development of Indonesian character reflected (Idiologi, Politik, Sosial, Budaya, Pertahanan,

Keamanan Nasional 'Ideology, Politics, Social, Culture, Defense, National Security') to the extent in its global development is currently still in the scope of ESA (Economic Society of Asean) having observed from the economic development sector which has been begun in 2015 which is expected to extend throughout the Asian regions etc.

In the world of ESA, the eligible human resources are highly required by any country, for it enables the country to integrate with the others. The developed countries will be easily observed, however, the countries with low production of human resources, eventually need acceleration to adjust the national characters with the state as the reference of the objective vision and mission in post 2015 (Hamidi, Nur, 2015, p. 243). Despite the fact this study discusses national characters in accordance with its existence of MEA or millennium century which serve as the foundation for the succeeding generations, specifically at the Asian level and so on to show the existence of such national characters that need to be planted since the early stages. Namely, sectoral levels of local, national, and international wisdom through language and literary learning. This suggestion is quite urgent as proposed by Samsul Hidayat (2012, pp.1) that the educational character is quite important to be totally understood and practiced, character building generally begins in childhood undertaken by parents, thus that the young generation as the successor of this nation and state will be passed from basic education to university that will come into contact with planting national and international characters. Therefore, the study of these characters may engage three dimensions of space-time and place, namely the local, national and international layers in preparing the young generation of the nation in the current global era of 'humanism' in the development and characteristic planting through learning language and literature.

Among other researches which discussed this issue are Mustafa (2014) on knotty issues and dilemmas confronting the English literature instructors and researchers in Indonesia, especially those working in the context of English as A Foreign Language (EFL). Moecharam, & KartikaSari (2014) conducted a research on teaching language skills, the use of literature in EFL classrooms. The result says that exploring literary works provides an exercise in cultural relativity, it strategically leads the students to be more aware of the cultural differences presented in various contexts.

The challenge faced by various nations in the world, is a thorough change in the process of life, the progress of science and technology, especially the progress in the field of transportation and communication which occur across cultures. Changes that occur in this era of globalization, in addition to be experienced by the world of education on entering the global world, such as the moral social, and identity crises of the nation that eventually may lead to the people of nation and state characteristics crisis that need to be observed (Oviyanti, Fitri, 2013). The question to raise is, how far is the cultivation of national character in the globalization era can be implemented through the development of (learning) language and literature?

The objectives of this study are to describe, the cultivation of the national characters in the global world through language and literature learning. It is expected that the results of the purpose of this study may significantly contribute to the Indonesian national characters in particular, other nations and countries generally in the development of the character of the nation in the era of globalization through language and literature learning.

2. METHODOLOGY

The research method used descriptive research, descriptive phenomenon of national characteristic data, found, organized, classified, verified and presented by the researchers as much as the phenomenon that would be presented to be improved and completed on the basis of certain research that can be done (Verendbregt, Jacob, 1985,p.52). The procedure for

collecting data is obtained from various data sources and with techniques used together to control each other, complement each other, support each other in the system of discussion (Edi Subroto, 1992, p.35). Type of data collection techniques use in this study is library technique, which uses written sources to obtain data, which then used, selected synchronously and mutually reinforcing. All the data is written, compiled based on the library sources that refer to the intent and purpose of the study (Edi Subroto, 1992, p.42-43). After the data being collected, the next step is followed by data analysis, the data is handled directly by the researchers, observed and dissected described or described the problems in specific ways (Sudaryanto, 1993, p. 6). In addition to such offered method, the data analysis refers to the sorting of data, data arrangement, data summarizing, data integration, all leading to (presenting) the conclusion of research results (Tarigan, Henry Guntur, 2009, p. 196)

3. ANALYSIS AND DISCUSSION

The cultivation of national character in the era of globalization through language and literature learning needs to be done to face the moral crisis of the nation, because the moral crisis is needed to replant the existing national characters in its latest packaging characterized by three dimensions that needs to be arranged in such a way to conform the harmonious, and balance ideal. The three dimensions of the characteristic domain are the local wisdom, national level of characteristics, and the dimension of globalism. For that concept of balance in three dimensions is an alternative to overcome the problems of moral crisis in various parts of today's world, it boils down to the national characters inculcation in the global era through genera. perspective of golden 'human capital'.

Based on the reference of Grand Design of the 2045 Golden Generation of Character Education as has been addressed by Manullang, Belferik (2013) that such generation will be heavily faced with a very complex challenge the nation's crisis which include human resource crisis, especially on character crisis. The Golden Generation of 2045 is characterized by the implantation of a nation character characterized by positive attitude, essential mindset, normative commitment and comprehensive ability based on intellectual (IQ) and emotional (EQ) achievements. The existence of the power of the 2045 gold generation is the main force of IQ and EQ alloys to build the nation into a great, advanced, glorious and dignified nation.

In line with the Indonesian national education policy relating to those embodied in the vision of the global economic mission in 2050 on equitable distribution of the economy including the nation's character education as visualized in the following data sources, to support or support the Grand Reference concept of the Gold Generation of 2045's Educational Character Design (MDG's) above, as follows.



Source 1 Coordinating Minister for Economic Affairs 2010 (in Ikhsan, Muhammad, 2010)

The vision of Indonesia to be the top 5 (five) world economic powers has been manifested in its road map, that the community has done development on the economy in the period of medium sustainable growth that ends in September 2015. As a society conducting sustainable development, it is expected that high and fair economic growth will be achieved by 2030; in the next sustainable stage, it is expected that the people of Indonesia will experience sustainable and equitable economic growth, including investment of human resources characterized by investment of character human capital' 2050. Human resources of this character can be expected to encourage the competitiveness of the nation's children through the early planting of characters in the learning of language and literature. In discussing the three main issues, the inculcation of the national's characters need to be begun from the local level, as popularly known with local wisdom, afterwards to the next stage, namely national and international level of the superior achievement of human capital investment through learning of language and literature. This means that the study should be done in a bottom-up, starting from the basic level, inculcating the nation's character on the basis of local wisdom principle through various field approaches such as the language and literature learning described here.

The National Characters Inculcation on the Basis of Local Wisdom through Language and Literature Learning

The national characters' inculcation through local wisdom have been many practiced by people of villages, and one of which is characterized in mother tongue within a household with one another, urban people characteristic of local wisdom is increasingly decreasing. Regarding this local wisdom, the role of parents should be quite dominant in planting the national character in the villages which remains strong in maintaining a lot of local wisdom such as the values of art, culture, language and local literature in their respective localities.

The character of a nation-based culture basically has interesting foundations to examine because it encompasses the noble values that have been politically, historically united, and becomes the traditional customs underlying the activity and behavior in the initial planting of local characteristics defining the lives of the national people. Such as Betawi ethnicity located in the center of the capital city of Jakarta reflects a bunch of values. The noble values among others are, a. Local values based on the religious, b. Local resources to meet the needs of livelihood, c. Regional Arts, d. Local building, e. The traditional game, f. Regional songs, g. Folklore or regional stories, p. Regional culinary and i. Local language. All of these items are the ethnic Betawi characteristic adhesive elements recorded in the history of the Indonesian nation. Despite this strong tendency for local wisdom and local culture to be packed with a global touch characterized by modern communication and transportation is very tempting to implement venturing the various nationalities both domestic and foreign (Suswandari, 2016). Thus, the characteristics of local wisdom is quite pivotal to be studied within the global scale.

The local wisdom of national characters have been described by Victoriana (2012) in which the character of the nation in this global era has been passed by a long journey of travel, especially in childhood is a significant period in the process for personality of the children individuality, these children are still relatively easy to be in a competition, because at this time they are bestowed with sophisticated performance skills, among others are academic achievement, social competence, in addition to the skills in cultivating and solving life problems in this dynamic culture and era.

The role of local wisdom values is crucial for the local homogeneous area for elementary education (Paud, kindergarten, and elementary) up to grade 3 of primary school, and students are represented in the role of national-oriented characters, especially the transition from local

characters to national characters. For example within a social life, culture, and language and literature there occurred a switching code phenomenon from local characters to the national character (Bahasa Indonesia). Let us say this local character is the initial foundation of local wisdom as a national identity on a regional or local dimension which will be enriched to the next national and international characters.

The local wisdom inculturation is actually the main capital of the supporting community (especially in Indonesia) in establishing itself without destroying the social order adapted to the natural environment (national and global), since people believe that any local wisdom has socio-cultural values which are highly respected by its supporters function as guidelines and filters as well as the signs in behaving towards various dimensions of life (Asriati, Nuraini, 2012). Most of the traditional values living within a society may reflect educational messages, which is the cultivation of the national characters, since such local wisdom has similarities with the psychological and socio-cultural process. Throughout the historical journey of Indonesian people, the belief in superstitious things remains part of life beings which mostly embraced by tribal communities as part of the elements of unity in diversity '*bhineka tunggal ika*'. The arising questions would be, how to implement local wisdom to instill the character of the Indonesian people? One of the efforts to be done is by revitalizing the local culture which is relevant to instill the character of the nation in the midst of the current globalization of the nation's children to build and develop their character, both in the education world and in vocational area. This local wisdom inculturation approach is a conceptual idea that lives within society, since these values grow, develop, and occur continuously within the consciousness of adherents related to sacred life and daily habits in the villages.

This local culture can be used as capital in building and instilling national character through the example of everyday behavior, which is characters inculturation through building up attitudes that should be used as a habit of everyday life, namely: (a) personal experience, especially at a time someone confronts with emotional circumstance, thus there is appreciation and deep experience; (b) influence of idol, character obtained by reference idol might be affiliated to be a bidder of conflict among the society, thus it may lead the society into having a harmonious character with the natural surroundings; The influence of culture, especially the culture used as spectacle can be implemented as a guidance determining the pattern of local culture to national and global culture; (d) mass media, such as TV, the digital devices including internet and gadget, films etc., which can be enormously provide the succeeding generations with suggestive messages, coloring and simultaneously instilling the national characters, either it functioned as suggestive is strong when giving the impression that giving a strong impulse will have an effect on the character of his attitude; (e) Institute of General and Religious Education, this institution may instill character or morals that are are packaged in the study of ethics and religious learning, especially in basic education as the inculturation of local and national wisdom; and (f) Sense and Emotion, most culture and cultural outcomes are cultivated through emotions which further cultivate through pleasure, anger, longing, hate, resentment and so on which can be expressed in the packaging of local, national or global wisdom that literally may elevate the character of individual talents to demonstrate skill in form of charm expression (Character Formation, adopted from Asriati, Nuraini, 2012, p. 117).

The daily habits illustrated above the results of individual sense, creations and intangibles derived from these a-f points observable through examples of such personal characters through language and literature use, either being addressed locally, nationally or globally scales.

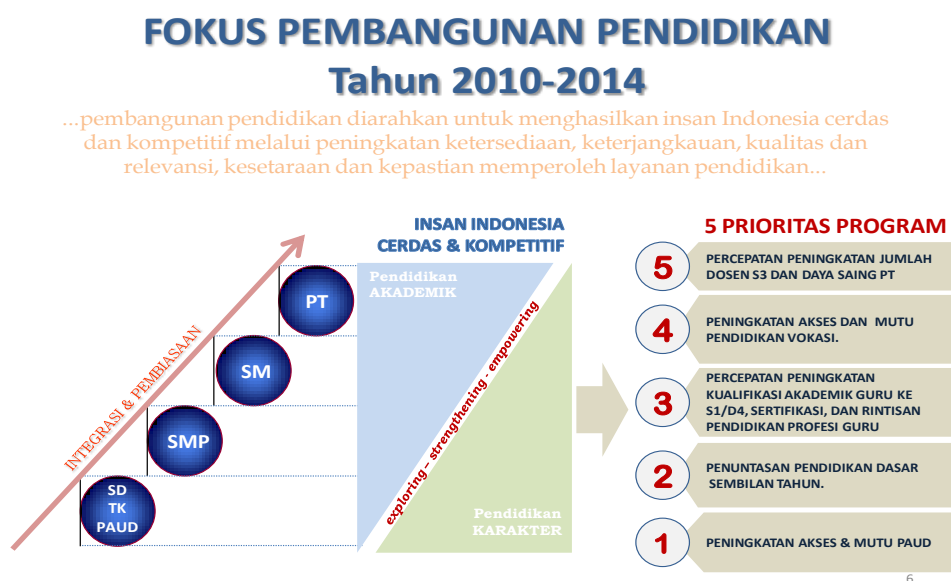
National Character Cultivation of National Level through Language and Literature Learning

Nationalism in this example is inspired from nationalism in Indonesia at the global world, at this time the Indonesian nation has a very fundamental view and attitude as a country, in addition to be labelled as pluralistic primordial character. The pluralistic nature of this country is bound by the motto *bhinneka tunggal ika* 'unity in diversity', the various aspects of ideology, politics, social, culture, defense and national security of the 'ipoleksosbudhan-kamnas' nation achieved through the historical and long struggle of the nation and state in NKRI in the past (Affan and Maksum, 2016, p. 69).

Gumilang Galang Surya (2016: 502) explains that the character of the nation, let us take an example from Indonesia, the character of the nation as illustrated in the state philosophy of Pancasila, which excavated from the roots of the Indonesian nation's own culture excavated on behalf of the Indonesian nation born on June 1 1945 by Ir. Soekarno, while the practice is as expressed P4 (Pedoman Penghayatan dan Pengamalan Pancasila) in the New Order era of Soeharto. Thus, Soekarno and Suharto inherited national character to the people through Pancasila, and the implementation of P4 as life principle of the nation which must be continuously practiced to become an integral part in each individual in Indonesia in the nation and state of NKRI in this global world.

What is the nature of character education? Before the character's education is described, the character is "the nature of the psyche, the morality or noble characters distinguishing one from another; nature; character "(Kamus Besar Bahasa Indonesia, 1997: 444). Empirically character education has a higher meaning of moral education, because character education is not only related to right or wrong, but on how to instillin' good things in national life character, thus the nation's children have a high awareness and understanding and care about commitment to establishing virtue in everyday life. "Character education is a system of inculcating character values to learners that include components of awareness, understanding, caring, and high commitment to implement those values" (Harun, Cut Zahri, 2013: 303) can be credited on national education policy as follows.

A Comprehensive Education: Knowledge; Good Manner/Character, Creativity, Innovative



Source 2: Harun, Cut Zahri, (2013, p. 303)

As has been described by the road map of economic development to achieve the world's top five (5) as demonstrated by the 2014 road map as the basis for democracy, the development of medium-sized growth with justice as the initial basis ". ends in September 2015 Millennium Development Mill with its MDG's (Millennium Development Golden's) goal ends and is replaced with sustainable Global Development until 2030 "(Suyono, Haryono, 2016); which continues in 2030 realized through high and fair growth democracy, and long-term outreach by 2050 is the achievement of a democratic society, sustainable growth and equitable achievement of justice can be successfully achieved (see Resources I from Economic Coordinating Ministry of Economy 2010).

In addition, in building the national characters, it takes a historical and multicultural perspective on the nation of Indonesia, in the perspective of the nation has been described, by Tilaar (2012) that the intelligent nation is (a) This nation has a smart and dignified nature; (b) Be faithful and devout according person to their religion and belief;] (c) Having noble characters, humans are noble people who in nature obey the God's commands and respect each other; (d) The development of reason (IQ) combined with the development of social intelligence (SI), and emotional intelligence (EI), the advancement of science and technology upholds the values of religion and national unity for the advancement of civilization and human's welfare; (d) Indonesia multicultural nation consisting of 700 tribes or more with their respective culture, has the responsibility to develop the values of Pancasila and the cultural diversity of the archipelago that must grow and develop in accordance with the times. Based on the points a, b, c and d above it can be induced that the Indonesian people who uphold Pancasila are those of a dignified, and intelligent personal figure to compete in current global world, since they have a broad view making them stay confident in facing all circumstances (Galang Surya, 2016, p. 504). All circumstances without exception to any of the above illustrated in ipoleksosbudhankamnas points. To face the outside world in the era of globalization, after being guided by the philosophy of Pancasila and P4 to the plural society interpreted as a multicultural society internally in the state and nation, so to face this era of globation it is need the improvement on language and literature on the next level, ie from L1 (Regional Language) and L2 (National Language) and is sustained by L3 (Foreign Language) on the socio-cultural sphere.

Similarly, from cultural point of view, the Indonesian people's spirit must have the character to defend the existence of this nation and country from outside influences or unfavorable foreign culture, especially in its development in that reason, the protection or filter is highly needed (1) to sharpen the spirit of a strong nationalism such as loving domestic production; (2) to instill socio-cultural values and practice the spirit of Pancasila as much as possible; (3) to inculcate religious values and religious teachings as much as possible; (4) to filter out the outer culture into Indonesia that can provide its repertoire; (5) to maintain and strengthen the nation's self-identity of both domestic and foreign (Affan and Maksum, 2016, p. 65). The issues of nationalism and patriotism in this global world not only experienced by only the Indonesian people, in addition to the Super Power State of United States which imply political, economic, social and cultural strength face the same obstacles in running their government, hardship, especially in the development of the national characters embraced to be played in social life pattern, so that the understanding of nationalism and patriotism can keep pace with the fast-paced development of today will be the character of individual characteristics of this nation's children in the future.

What the nation must be aware of in the nation and state is the stream of modernization and fast-paced globalization to avoid social and cultural inequalities, especially the inter-individual social gap distinguished by the rich and the poor who make it possible in undermining the concept of unity in diversity and disintegration of the Indonesian Nation,

especially in the application of characteristic values of unity of NKRI. Therefore, in such a way every Indonesian should be friendly without losing the nation's identity in economic transactions and communicating with other nations. Especially in communicating using the language and literature for both the benefits of international and domestic and abroad at state or international level. This is in line what has been constituted in the National Law on National Education System Article 3 (2003), that "National education serves to develop the ability and establishment of national character and dignity of civilization to educate the life of the nation and state, aim at developing learners' potentiality to be human beings who believe and cautious to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen".

The Cultivation at the Global Era through Language and Literature Learning

Today, at the internal level, the society in Indonesia, even in current world have been affectig with disturbance and turmoil leading into the moral decline of the nation. This phenomenon has been anticipated by the scholars of Aberdeen University 1867 who has brilliantly argued that the goal of education is not merely to provide the skills to set people as lawyers, doctors physicians 'or engineers but to provide the ability also in developing aspects of humanity (Pring, R., 2005); the educational out put in the form of knowledge and skills will be more useful if embodied in socio-cultural life. Thus, education is not only oriented to intellectual and vocational ability alone, but on how to establish personal characters of the younger generation that can be accepted by the surrounding community environment.

If we are to view this problem from an economic point of view, the shift in educational paradigm occurs when civilization is increasingly intense competition among fellow children of the nation to obtain the source of economy as a source of life, it emerges is a pragmatic attitude as a result of economic competition. If during this time the economy is emphasized on natural resources, then the concept of human capital in the 20th century this paradigm is converted into human investment in the field of economy, thus the measure of success is outside the economy that cannot be ignored in the process of the national journey through performance and communication characters to improve the per-capita economy.

Young generations of nation as investement should be taken into account because as an individual human resource they have intellectual intelligence (IQ) and emotional intelligence (EQ). The educational system no longer favored IQ but also the EQ as a force which is believed to greatly affect one's success, not only in education but also applicable in fostering the character of the younger generations as qualified workers in various institutions (Rahman, Bujang, 2013).

Further explained, character education will give birth to new ideas in education and performance by the experts in the field, because IQ and EQ in further may raise the dignity of the natio in giving birth to new ideas and behavioral performance. Performance character adaptable by people in the surrounding natural environment either on a local, national, or global scale. It is clear that human resource investment that has been designed in the education system is a demand in building harmony in the life of society of the nation and state at the current global world.

Globalization can be interpreted by the global movement, which is a globally developed systems and values; at least there are three characteristics of society of 21st century, namely the technology community, open society, and civil society (Oviyanti, Fitri, 2013).

- 1) The Technology Society, is a type of society that has been technologically literate and uses a variety of technological advanced facilities whose main aims is to change the way of thinking, acting, and even change the pattern of human life different from previous life;

- 2) Open Society, the birth of a society of advanced communication technology makes the world into one as without insulation, so that the closer the communication almost without obstacles that ultimately bear open society; and
- 3) 3) Civil Society, as a result of open society towards information and communication technology, every individual is entitled to get science and technology, skill and try to provide something according to their capacity. In accordance with the capacity of civil society to grow and develop in the community under the principle of mutual respect not on the origin of descent but based on individual ability, tolerance and responsible to personal and community life, and uphold the character of togetherness to achieve common prosperity.

The next question is how to instill the character of the younger generation effectively, both in coaching and development so as to positively impact on the economic, social and cultural contribution of the country nation and state in the present and future through language and literary learning.

Thus, it is expected that the younger generation shall obtain adjustable characters according to their age, expertise, and being able to adapt to the local culture of work, mastering the language of the people were being served (the national language or regional let alone the global language), mastering the updated ICT, to compete between nations, have a global character supported by national character and local wisdom, reflected in the moral and ethics of the nation and the country.

The Concept of Language and Literature Learning

The view of learning since the 1980s, all learning designs are viewed systemically. Learning as a system, all elements that make up the system have the characteristics of interdependence directed to achieve a goal. The success of learning system is the success of achieving the goals of expenditure. Furthermore, who else is expected to achieve the learning objectives? Those who must achieve the learning objectives are the students as the subject of the learner. Thus, the main goal of the learning system is the success of students achieve their goals (Sanjaya, Wina, 2009).

The concept of learning in general cannot be separated from the concept of the defense system itself, as well as the concept of learning that has been stated above, namely learning as a system in which there is at least element (a) the purpose of learning, (b) learning materials, c) implementation of learning teacher interaction that apply strategy, method, technique to student use media which process oriented to the purpose of learning and (d) evaluation of learning to measure the achievements that have been made in the learning process. While the concept of learning language and literature is seen from the aspects of learning materials consist of (1) aspects of knowledge, (2) aspects of skills [reading-writing, listening-speaking], (3) attitude aspects, and (4) appreciation aspect.

In addition, the knowledge on language aspect can be seen from (a) the non-fiction language domain, ie the denotative language commonly interpreted in a language which is oriented towards a scientific language characterized by a single meaning; (b) the realm of fiction, the connotative language characterized by the kias language, the fictional language characterized by the multiple meaning in addition to single meaning.

In the language of fiction which is in the aspect of learning appreciation without neglecting other aspects [of knowledge, skills, and attitudes] in the learning process cannot be separated from all the elements of fiction, "... fiction elements may include themes, characters and characterizations, background, plot, point of view, and style of language" (Nurfajriah, Siti, 2014).

That is why, the fictional element is quite rely on the study of the character-implementation of this nation is the element of character and the characterization of a story without neglecting other fictional elements; elements of character and characterization is in all story stories since the time of Mahabrata up until current time, the aspects of character and this characterization which many show character of the national characters which need to be described; such as local character figures, national character figures, and global character figures attached to main characters, piguran figures, subordinate figures, comparative figures, protagonists, antagonists, and so on. The characters are naturally shown in the aspects of the mastery of language knowledge, the realization of language skills and attitudes in the face of various situations reflected in the body language 'body language' expressed in the show enchantment of the children of the nation against his opponent in life and life, whether the home environment ladder, community, or in formal environment such as in urban village office, in education office and so on.

Foreign Language Learning Concept

Being aware of foreign languages is a fundamental access in the realization of qualified human resources, then thinkers and practitioners in language learning seek to improve foreign language skills for learners in their learning. Foreign language learning required an approach to the learned language in a region of a global time, this vast population in the era of globalization are not fully possible to be studied in this short treatise, as it is taken a sample of foreign language learning in Indonesia which is characterized by three dimensions, namely regional, national, and global or international. Thus, it is necessary to explain as proposed by Yudi Cahyono, Bambang (1995, p.308) that to master a foreign language learning approach is needed to accelerate the acquisition of a foreign language which is commonly practiced by Indonesian referred to as a second language after the Indonesian language. For example, English for Malaysians, Filipinos, and Singaporeans is considered a second language. However, in Indonesia it is a foreign language, because most of its citizens mastered the Indonesian language as a second language after its mother tongue area although many also directly mastered as the first language. Foreign language learning, such as English language learning has grown rapidly and resulted in various approaches and theories, for example the fullday school theory or concept that is often used in Indonesian homeland as a reliable acceleration step.

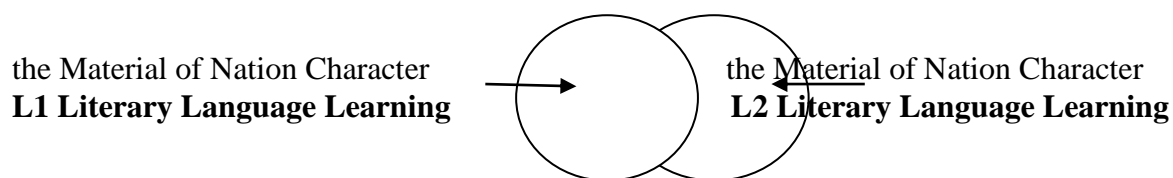
One of the stubs to be considered today is the concept of full day learning popularly known as 'fullday school' which develops a centralized system of settlements in dormitory adopting pesantren systems such as Gontor Modern Pesantren, Al-Amin and other pesantren which are considered successful in applying foreign languages, such as Arabic, English which is delivered in Indonesian as the language of everyday communication (Hasan, Nor, 2006, p.110). Further explained, the concept of fullday school, is a foreign language learning that takes place actively, creatively, transformative and intensive. This similar learning system optimizes all potentials to achieve the learning objectives of the learner, including the utilization of prapan facilities as well as to create a conducive learning for the development of all potential learners. Thus, the learning process in this system seeks to develop integrally: explorative, likes to seek, question, investigate, formulate questions, seek answers, sensitively capture natural phenomena as a material to connect themselves creatively, integrally realistically in self -developing the of 24 and as well as the breaking time.

The fullday school's learning pattern uses a 'classical' classroom system with the level of supervision in learning, ie elementary, intermediate, and advanced levels placed in dormitories and required to use foreign languages, either the learner or caregiver, if violated the rules then be given a sanction consistently in accordance with the applicable rules. The

learner and the caregiver are given independent opportunities to seek optimizing the strategies, methods, and techniques of learning for achievement oriented in accordance with the conditions and capacities of the institution and learners.

In the implementation, based on the concept of learning pattern of fullday school in instilling the character of the nation in this globalization era can be done through three stages, namely beginner level, middle level; and advanced level.

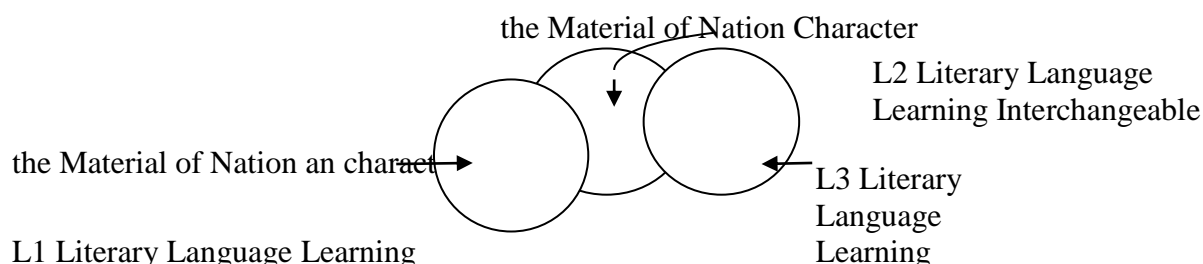
- 1) **Beginner's level**, as a barometer for the nation's children and the state of Indonesia characterized by *Bhinneka Tunggal Ika* in the life of the nation and the nation in this NKRI to master the Foreign Language is needed auxiliary language, namely the local language (L1) and the national language (L2) followed by its regional character each of which is characterized by the character of the nationality that can be switched to the characters of the foreign speakers and their foreign language ability (L3). Here it is multi-character, multi-culture, and multi-lingual in instilling the character of the nation in the era of globalization.
- 2) **Intermediate level**, at this intermediate level, based on general observation of the learners, it is estimated that a small part has no control over local wisdom and has been characterized by national character. Those who uphold national characters shall stand in accordance with the principle of Pancasila and the national language. In reaching the global world, we need to preserve our L2 which acts as L1 to L3 which act as L2. So in instilling the character of the nation to the global level is still needed adjustment of the characteristics that use the Indonesian language as a language language aids to understand the characteristics in their foreign language. Fullday school at the intermediate level is not as complicated as fullday school in the first level, since at this second level, character inculcation of the nation in facing global world is undertaken within two stages, that first must be assisted national character to instill global character. Thus, there is a displacement of code, namely the transfer of national characters to the global character. Consequently, global characters should be assisted by the national character of the nation, as well as the character of a global culture should be aided national cultural character; and so further in instilling and conveying the character of the nation through the learning of language and literature the use of national language and literature in switching bilingual foreign languages and literature from L1 => L2s with change code characteristic and language. Then there was an adjustment in the cultivation of nation character through language and literature learning as visualized in the following chart.



Source: adapted from Richards, Jack C., (1974: 158)

- 3) **Advanced level**, as well as the intermediate level of cultivation of global character must be aided by the national character of the nation, as well as the global cultured character should be aided by the national cultural character; and so further in instilling and conveying the character of the nation through language and literature learning under the national language and literature to switch to foreign languages and literature, if in the middle level the language and literature are used bilingually from L1 => L2. Without rejecting the likelihood of the learner engaging in multicultural meaning

multi-character, so as not to reject the possibility in conveying the multi-character it is used also in addition to use L1, L2, and L3 then there is swithing code multi characteristic and language commonly called interchange character and lingual. If there is a transition from three characters (locally, nationally, and globally intervening to the character of the nation and the national language) through language and literary learning, the language and literacy of L1, L2, and L3 are as follows:.



Source: adapted from Richards, Jack C., (1974: 162)

Furthermore, at the advanced level it is emphasized fully on the cultivation of the character of the global nation through global language, which is the foreign language applied, which in the early stage is commonly called pre-level proficient with bilingual or multilingual that the message content is the cultivation of national characteristics in the era of globalization. The character of the nation in the study of the cultivation of the character of the nation that is conveyed using the language and literature media is used by foreign language in clarifying the national character, striving in using the foreign language monolingual until it reaches the full level.

The Cultivation of National Character in the Era of Globalization through Language and Literature Learning

Inculcating national character in this era of globalization all the world nations have been paying much attention to human resources (HR) commonly called human invesment. In the development, development and cultivation of this nation character through language and literature learning that refers to qualified human resources by mensinerjikan IQ and EQ. Human Capital Invesment is technically operated under the intellectual intelligence (IQ) and emotional intelligence (EQ) in language and literature learning utilizing three kinds of national characters (local, national and global wisdom) with fullday school approach through language and literature learning. fair and equitable sustainable (MDG's) can be achieved. The character of the nation is played by characters and characterizations in literature, as a story can be taught-tinularkan through the character of the story is supported by other aspects of fiction in communication, communicates convey through language skills [listening-speaking, reading-writing] all mastery of characters expressed via language followed by body language as a mirror of individual characters, through the material characteristics of the younger generations as should be prepared gradually in learning to instill the following global character.

Learning materials of youth characters at the local level (local wisdom) taught in Indonesian language can be done through the use of mother tongue for initial level understanding. Learning materials of youth characteristics at national level taught using Indonesian language as national language oriented to foreign language used. Learning materials of youth characteristics at global level taught to use a foreign language which is allowed to be delivered in its national language if necessary. Foreign language learning

materials in this third stage, so that the concept of fullday school can succeed and should be followed by procedures in three stages, namely the beginner level as a gateway for the learner who speak mother tongue, to enter the middle and advanced level. In the learning of planting material of characteristic of the nation in this era of globalization utilize the language and literature, because language and literature is very close and united with the learners and their character in *bekomunikasi* is reflected by the result of planting the nation's character, so that the planting of national characteristic materials with local wisdom can be said, *tinularkan* with the national language if necessary assisted with the mother tongue. Furthermore, learning with material for character inculcation in global world followed by the use of foreign language. In line with the concept of learning materials to inculcating youth characters in the global era, it is then introduced fullday school which include three stages, namely beginner, intermediate stage, and advanced stage. At the beginner level, sometimes the characteristic learning of the nation in using language and literature involves L1 (local), L2 (national), to master 'L3 (global). At the intermediate level, sometimes the learning of this nation's characteristic material uses L1 (national) language and literature, to master L2 (global), In the third stage, if in the first and second stage the indirect method is used, because it involves or uses language and literature (bilingual or multilingual), the application of this fullday school concept is used by the direct method to be used in one foreign language and literature which is directly explained by the foreign language and literature (monolingual). The learning materials as presented in points 1, 2, and 3 above, the characteristic material of the nation that needs to be adopted and packaged globally oriented for the material of character inculcation, the character teaching material is not viewed as the ultimate goal of learning in the traditional view, but the material of learning based on the modern view. "The modern view assumes that teaching materials are tools and media that allow the learner to acquire the learning experience, through which the learner acquires experiences related to the facts of life, life models, life symbols ... should be properly appreciation" (Nurjaya, Gede, 2012). For that reasons, the characteristic learning of this nation might be realized, the character models in life, symbols symbolized or symbolize the character of the nation's children, in order to be known, understood, actualized, and appreciated that leads to morals and ethics of a dignified nation. Through the cultivation of learning materials characteristic of the nation in the era of globalization through the learning of language and literature with the concept of learning fullday school, which is expected as an alternative in achieving the ideals to achieve human capital *mensinerjikan* intellectual intelligence (IQ) and emotional intelligence (EQ) included in material of characterizing the nation through learning of language and literature in this global era MDG's in sustainable development 2030 until 2050 can be achieved well.

4. CONCLUSION

The cultivation of the national characters in the era of globalization, is coaching, and planting the character of the nation to get the quality of human capital as human resource. Namely qualified human resources that deliver intellectual achievements (IQ) and emotional intelligence (EQ) so that a just and sustainable society of MDG's can be achieved. To achieve a just and sustainable society, youth are faced with globalization issues that are interpreted by the global movement, namely the establishment of systems and values of global life, there are at least three characteristics of society in the 21st century, namely the technology community, open society, and civil society. The challenge faced by various nations in the world, is a thorough change in the process of life, the progress of science and technology, especially progress in the field of transportation and communication that occurs across cultures. Changes that occur in the global era experienced also by the world of education such as moral crisis, social crisis, and national identity crisis that leads to a characteristic crisis in youth and countries that need to be observed to instill the character of a nation. As one effort to observe

it is through the cultivation of the characteristics of the nation in education. Education serves to develop the ability, shaping the character and civilization of a dignified nation in order to educate the life of the nation and state, aims to develop the potential of learners to become human beings who believe and fear God, have a noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible society. Responsible human beings are people who characterize the nation in accordance with the national philosophy, the so called Pancasila and P4 practice since the new order era.

The value of the nation's philosophy and experience, in addition to the national values as well as the character of the nation should be invested in education starting from family, society in the nation and state. Character education is a system of cultivating the values of the nation to learners which includes components of awareness, understanding, awareness, and a high commitment to implement those values as national character education materials. The national character education in the era of globalization can be undertaken through practicing the concept of learning the so called full day school realized through three stages, among others the beginner, intermediate level; and advanced. Beginner level, sometimes the characteristic learning of the nation in using language and literature involves L1 (local), L2 (national), to master L3 (global). Middle level, sometimes the material characteristic learning of this nation is used L1 language and literature (national), to master L2 (global), and third stage, if in the first and second stage uses indirect method, since it involves language and literature (both bilingual or multilingual), then in stage three, the fullday school uses implemented through direct method of such language and literature that directly explained by the language and foreign literature (monolingual) in instilling the the nation's nation-oriented quality of human resources 'Quality invesmant of character human capital' 2050

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