Educational Analysis to Develop Character in Malaysia and Indonesia

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This study aims to describe character development in elementary schools in Malaysia and Indonesia. The research method used is a qualitative method with a literature study design. The data collected in this study is about government policies regarding Character Education contained in the Curriculum Structure and supporting policies in the two countries. Analysis of the data used is content analysis. Data analysis was carried out qualitatively through the process of description, reduction, categorization, and interpretation. The results show that Indonesia and Malaysia have a strong commitment to developing education. Character education is developed in elementary schools or low schools through school textbooks, lesson plans, examples, and the existence of certain subjects, such as civic education and religious subjects. The conclusion obtained about the similarities is that character development is carried out under the auspices of the ministry of education and the method used is through textbooks and learning examples. The difference is, in Indonesia character has been directly included in the lesson plans and developed in all subjects, but there are two special subjects that are intended to shape students' attitudes and character. while in Malaysia character development is implemented in Islamic Education and Moral Education subjects as well as embedded in other subjects like Malay Language, English Language and History Education.

Keywords: content analysis, character, education, Indonesia, Malaysia, students

INTRODUCTION

Education is an integral part of the life of the nation and state. With education, it will produce the next generation who are expected to have a soul like the ideology adopted by a country. The quality of education also affects the quality of the human resources of a nation and state. As stated by Syukri (2019), Investment in Education is quite high based on the belief that the quality of education will bring differences in achievement and careers for its citizens. Piang (2018) states that one of the most important roles of schools is to enable students to become good citizens, able to participate in public affairs. This is also supported by the goals of Indonesian education as stated in Law Number 20 of 2003, in article 3 stated that one of the goals of national education is to develop the potential of students so that they grow into individuals who can compete and have character. This is also supported by Muchtar, Mahanani, & Rosyadi (2017) which states that citizenship education subjects are given to make good citizens. Civics subjects in elementary schools are more focused on the formation of citizens with character as stated in Pancasila as the ideology of the Indonesian nation (Akbal, 2017). Thus it can be seen that the provision of citizenship education subjects has a fundamental meaning in the life of the nation and state.

Malaysia as one of the countries in Asia that are close to Indonesia has a rapidly growing education development. This was also another researcher stated that Malaysia has a fairly good development in terms of economy and education (Syukri, 2019). The country uses the state budget for education at 15% of the total government budget. Character education in Malaysia is provided to students directly through the subjects of Islamic Education for Muslims and Moral Education for non -Muslim students. In addition, character education is also integrated through all subjects as well as curricular and co-curricular activities.

Character is an important component for a person (Ali, 2018; Mahanani, 2018; Maunah, 2016). This character is always inherent in the individual wherever he is. As previously stated, the provision of education is to shape the character of the next generation. Various good characters are needed so that one can grow and survive in the world to come. One of them is the character of environmental awareness. The character of environmental awareness is expected to be part of the next generation. This character can be grown with the involvement of the environment in learning activities in universities (Pane & Patriana, 2016). Most of the preschool learning systems that have been used in Malaysia use indoor learning (Spalie, Utaberta, Abdullah, Tahir, & Ani, 2011). The main problem in learning activities is a system based on values and position in the class. For this reason, there are curriculum standards for all preschools made by the Malaysian Ministry of Education which must be used and adhered to by all preschool institutions in Malaysia.

This research is motivated by the importance of character education for the survival of a country. Indonesia and Malaysia as adjoining countries of course also have hope to maintain their country. Malaysia in recent times has also experienced rapid development in the field of education. These two countries also use different ideologies in building

the next generation. Therefore, it is necessary to analyze the development of character education in Indonesia and Malaysia.

The results of previous studies stated that there was a moral degradation in the life of the nation and state. This moral degradation can be caused by the unpreparedness of the next generation to adapt to change (Prihatmojo & Badawi, 2020; Rezky, Sutarto, Prihatin, Yulianto, & Haidar, 2020). This adaptability should be achieved through character education because of the character or attitude of a person in dealing with life. Previous research has given results, among others, the value of responsibility is the dominant value that forms good citizens in Malaysia. Other important values are respect, helper, hard worker, and caring. Malaysia is a multi-ethnic nation that promotes these moral values through an educational curriculum for political legitimacy and defending its country (Tan, Mahadir Naidu, & Jamil Osman, 2018). In Indonesia, the anticipation of moral degradation is carried out with character education that prioritizes strengthening character education which contains five values, namely religious, nationalism, mutual cooperation, independence and integrity (Maisaro, Wiyono, & Arifin, 2018; Ma'rufah & Rahmat, 2020).

The same thing also exists in Indonesia. Character education in Indonesia is also included in various lessons in the field of study, especially civic education, religion, and Pancasila education. This research purpose is to describe education to develop character in two countries, namely Malaysia and Indonesia. With the results of this study, it is hoped that it can be an inspiration for policymakers to develop character values for the Indonesian people and other nations.

Literature Review

Value and character education with a comprehensive approach modeled by Lickona is carried out with educational strategies both inside and outside the classroom which are described in figure 1 (Pala, 2011):

Figure 1
Schoolwide strategies

According to the character, education should be carried out with classroom-based learning strategies and outside the classroom. Learning strategies in the classroom can be done through (1) learning values and character through the curriculum; (2) applying cooperative learning; (3) oriented to the awareness of the importance of the work; (4) conduct ethical reflection; (5) problem-solving learning; (6) teachers become caregivers, mentors, and role models; (6) building an ethical learning community, and (7) developing discipline-based character (Pala, 2011). Learning strategies outside the classroom are carried out by (1) creating a school culture; and (2) making parents and the community a partner in the character education process.

Character education in Indonesia also tends to use educational strategies, both educational strategies in the classroom—that is, incorporating character education through curriculum and classroom learning, there are also class-based Strengthening Character Education (PPK) policies, school culture, community participation, and management and governance. school. This PPK policy was carried out through the Presidential Regulation (Perpres) of the Republic of Indonesia (2017) with 5-Core Values: Religious, Nationalist, Mutual Cooperation, Integrity, and Independent (Kemendikbud, 2017).

Meanwhile, the Indonesian government's policy on Strengthening Character Education is contained in the National Education Goals in Indonesia which is contained in the National Education System Law Number 20 of 2003. In addition, policy support is also contained in the Minister of Education and Culture Regulation No. 75 of 2016 concerning the School Committee in preparing learning infrastructure/facilities, PP Number 19 of 2017 concerning teachers and Permendikbud Number 23 of 2017, as well as the National Medium-Term Development plan which includes strengthening character education for school-age children at all levels of education.

The current curriculum for school education in Malaysia divides moral education into two distinct forms. Islamic Religious Education for Muslim students and Moral Education for non-Muslim students which are 40% of the total. Malaysian education population (Sumintono, Tahir, & Rahman, 2012). This moral education can be said to be a real form of character education to be instilled in the younger generation of Malaysia, which is an ongoing development since formal schooling was introduced by the British (Sumintono et al., 2012). Moral education is a mandatory lesson to anticipate social change and is a form of character education in schools for non-Muslim students. The challenges faced in character education include the teacher's teaching methods, the dominance of memorization activities, and the evaluation pattern applied is not always easy to implement (Sumintono et al., 2012).

METHOD

A qualitative approach with the type of case study was chosen because of the rapid development of education in Malaysia in recent decades. Literature studies generally use various collections of tools, such as films, tapes, journals, books, videos, and others (Connaway & Powell, 2010). This research was conducted through the process of collecting data using materials in the library in the form of documents, books,

magazines; researchers studied various reference books and similar previous research results; Data collection is done by reviewing the literature, books, notes, and various reports related to the problems that will be solved by (Mirzaqon & Purwoko, 2017). Literature study research was chosen because this type of method is the most suitable, considering that there is currently a covid-19 pandemic in Indonesia and also Malaysia. The use of literature studies also makes it easier for researchers to analyze further related to policies and also the reality that occurs in character education in the two countries.

In this study, data were collected through: (2) Documentation Studies—Internet Browsing, (2) Literature Studies; (3) the results of previous studies; and other relevant library resources. Data analysis starts from the process of description, reduction, categorization, and interpretation. The data collected was then analyzed meta-analyzed and discussed so that inputs were obtained to improve policies in character education in the two countries.

Analysis of the data used using content analysis. Mirzan and Purwoko conveyed several steps, namely: (1) determining the goals to be achieved; (2) define important terms; (3) specifying the unit to be analyzed; (4) search for relevant data; (5) construct rational or conceptual relationships to explain how data relates to goals; (5) planning sampling; (6) formulate category coding (Furqan, Yanti, Azis, Kamza, & Ruslan, 2020; Mirzaqon & Purwoko, 2017). The research steps used are: (1) determining the goals to be achieved; (2) define important terms; (3) determine the units to be analyzed; (4) search for relevant data; (5) coding; (6) data analysis; (7) conclusion.The research instrument uses a documentation sheet containing the title of the literature, the author, a summary, and the results of the analysis

Content analysis is used to obtain valid inferences and can be re-examined based on the context. There is a process of selecting, comparing, combining, and selecting several meanings until relevant data are found. To maintain the accuracy of the review process and prevent and overcome misinformation, inter-library checks are carried out and expert comments are considered. Miles and Huberman data analysis can be used for content analysis (Haryati & Khoiriyah, 2017; Mirshad, 2014). The analysis is carried out interactively and continuously until the data is deemed sufficient. The analysis stages are analysis during data collection and after data collection with the following processes: data reduction, data display, and conclusion drawing/verification. Data analysis was carried out qualitatively through the process of description, reduction, categorization, and interpretation (Haryati & Khoiriyah, 2017).There are approximately 40 data obtained in literature studies related to character education in Indonesia and Malaysia. From about 40 data obtained, as many as 6 data were not used further because they were not in accordance with the topic being studied. After that the data are grouped and classified then draw conclusions from character education in Indonesia and Malaysia. The data collected was then analyzed meta-analyzed and discussed so that inputs were obtained to improve policies in character education in the two countries.

FINDINGS

Malaysian government budgeted for education was the responsibility of the central government, so that the administration of education was centered on the ministry of education (Syukri, 2019). Meanwhile, at the district level, it only implements policies from the center. Educational level is taken for elementary level (basic) for ten years. Because Malaysia is a former British colony, this situation also affects the education system run by the Malaysian government, namely secular education. Even though in the end the education system he runs with the Islamic education system. Based on the results of research by Clifford Geertz (Syukri, 2019), what produces knowledge in Malaysia is the interaction of Islam and Malay Muslims. Funding for all national religious schools is borne by the central Malaysian government. Meanwhile, for Muslims and non-Muslims, moral education is centered on the basic education level (Balakrishnan, 2010; Mohd Yusoff & Hamzah, 2015). The school is designed for personality development, such as independence, self-confidence, self-actualization, spirituality, discipline, and love of science.

The Ministry of Education conducted a comprehensive review of the Education system in Malaysia to develop a new blueprint on national education (Mulya, 2014). The blueprint is the first step to evaluating the performance of the Education system. Educational history and international benchmarks are important factors in the development of education in Malaysia. In the Malaysian education blueprint, there is a vision which states that students should receive proper educational needs (MOE.gov.my, 2012). The support and availability of resources make the school play an important role in providing effective teaching to its students. Since the early 1980s, the Malaysian government has made a financial policy for spending on primary and secondary education which has the highest percentage in East Asian countries in terms of the percentage of Gross Domestic Product (GDP). The budget policy is around 16% of the Malaysian government's total financial spending or 3.8% of GDP. This expenditure turned out to be higher than the OECD average which had a percentage of 3.4% of GDP with a percentage of 8.7% of total public spending in 2011. The education budget in Malaysia increased to 37 billion Malaysian Ringgit in 2012. This shows the government's high commitment to the advancement of education (moe.gov.my, 2012).

The education system in Malaysia has experienced several important events over the more than five decades since its independence. This begins with the introduction of new curricula such as the Integrated Elementary School, School or Low Unit Curriculum (KBSR) and the Integrated Middle School Curriculum or also known as the Middle School Curriculum (KBSM). Malaysia has certainly been successful over the last 50 years in several ways, especially in education. Based on 2010 data, the literacy rate of its citizens for people aged 15 years and over is 92%. Many students can penetrate international schools and similarly, schools or colleges in Malaysia are also able to compete on an international scale (moe.gov.my, 2012).

There are several levels in the process of making strategic plans contained in education policy in Malaysia. Education policy in the form of a strategic planning process is described in Figure 2.
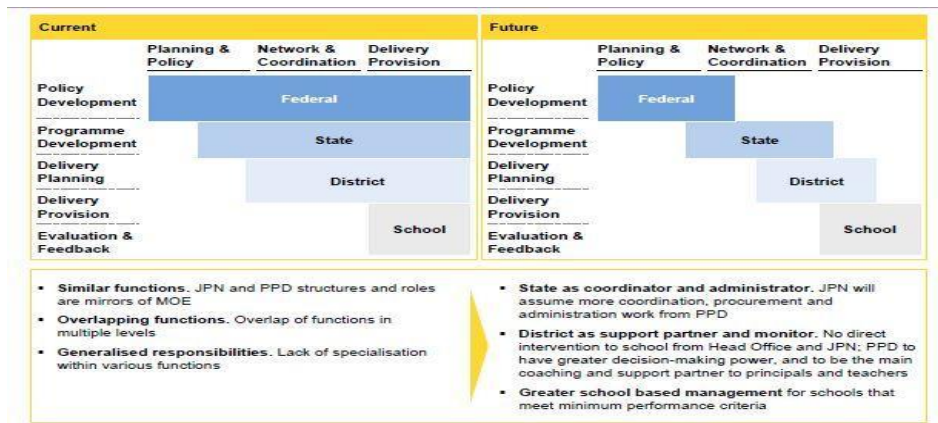
Figure 2
Education policy process in Malaysia

As for the action plans and priorities of the education system as a whole, they are contained in the blueprint that has been made. Educational transformation usually takes a long time. the time it takes can be more than 13 years with some waves. Wave 1 occurred between 2013-2015, in the form of developing a systematic framework with an emphasis on teaching activities. The hope is that students can speak 100% Malaysian and are proficient in English. Wave 2 occurs between 2016-2020. its activities by improving the Malaysian postgraduate system by making it equal to international standards. In addition, the government is also trying to equalize the education gap that occurs in villages and cities. There is a reduction in economic inequality by 25% as well as a gender gap. Wave 3 is expected to occur between 2021-2025. In this wave, the ministry of education is moving to increase flexible operations with Malaysia's performance on the TIMSS and PISA rankings.

Malaysia's education policy is carried out in 3 different phases (MOE.gov.my, 2012). Phase 1: In this phase, comprehensive assessment and diagnosis of the education system are carried out. Its activities are usually in the form of detailed evaluation activities related to the performance of the education system by looking at student learning outcomes. Thus, it is hoped that the root cause of the problem or causes in improving performance, as well as to identify the advantages of other education systems so that it can be an example to be accommodated in the education system in Malaysia.

Phase 2: Focusing on developing a blueprint for preliminary education by identifying development priorities and making more detailed and detailed programmatic policies. Phase 2 talks about combining the results of the national dialogue with the GTP 2.0 education lab. The Ministry held a national dialogue to seek a public opinion as input for the development of the education system in April 2012. Members also have the opportunity to provide ideas or suggestions which are posted online on MyEduReview, Facebook, and Twitter. Based on this, there are more than 150 memorandums with a total of more than 7,000 recommendations received by the ministry. There are approximately 90 members from relevant ministries (Ministry of Higher Education and

Ministry of Women, Ministry of Finance, Ministry of Human Resources, Family, and Community Development) involved to review all the inputs that have been obtained, then integrate them into a blueprint based on 4 criteria. First, every action taken must be able to build a better system and be the result of student representation. Second, the department adapts to international conditions in identifying and prioritizing the factors that make a difference in the system and optimizing student potential. Third, the proposals that are designed should be following the starting point of the system and the department is considered capable of making it happen. Fourth, minimize financial and operational losses so that the benefits must be greater.

Phase 3: This activity is the result of the final blueprint decision. The Ministry seeks various independent inputs from Malaysian citizens and the International Review Panel. Face-to-face interactions, either directly or via video, can provide meaningful input. These educators conduct studies and contribute to transformation initiatives, and present views based on Malaysian benchmarks. After that, panel members also held workshops and field visits in Q4 2012 and the end of 2012 providing feedback before finalizing the Blueprint.

Five key areas including access to education in the Malaysian Education Development Plan (PPPM) 2013-2025 recorded encouraging improvements after six years of implementation.The other four aspects are improving quality in education, equity in education, developing the values and personality of students and strengthening unity through education as well as increasing efficiency in education.

Educational Levels in Indonesia (Safarah & Wibowo, 2018; Shiroichigo, 2020): (1) Early Childhood Education; (2) Basic Education; (3) Secondary Education; (4) Higher Education. Early Childhood Education (PAUD) can be said to be an effort made to develop the potential of children from birth to the age of 6 years which is carried out to help children's physical and spiritual development by providing various educational stimuli so that they are ready to go to the next school level. PAUD teachers are professionals who have taken previous PAUD studies. Basic education in Indonesia is taken in 9 years which is divided into 2 parts, namely Elementary School and Junior High School. Elementary school is taken in 6 years and junior high school is taken for 3 years. This basic education is provided with financial assistance by the government to support its learning activities. The fund is called the School Operational Assistance (BOS). Secondary education in Indonesia can be taken at high school (SMA) or vocational high school (SMK). In general, at this level, students take within a period of 3 years. Students are then directed to take the field of interest in further education. Higher education is a more specific level that directs individuals to produce quality professional resources.

The levels of education in Malaysia are (1) Preschool Education; (2) Low Education; (3) Secondary Education; (4) Pre-University Education; (5) Higher Recitation. Preschool education or what is known as 'tadika' teaches children from the age of 4-6 years. This education is not compulsory in the education system in Malaysia. The school was run by both the government and the private sector. Apart from earlier schools, most National Schools have preschool classes. This special class is for children from low-income

families. Low education in Malaysia is taken for a period of 6 years at the age of 7 to 12 years. The compulsory subjects taught are Malay and English. Low schools in Malaysia are divided into two types, namely: National Schools and National Type Schools. The curriculum applied in both schools is the same. The difference that characterizes these two schools is the language of instruction used. The Nationality School uses Malay as the language of instruction, while the Nationality School uses Tamil or Mandarin. Middle School in Malaysia lasts for 5 years. The language used as an introduction is Malay for all subjects, except Science and Mathematics. At this school, students will be directed to enter the science (science) or arts (arts) major. In this case, students are given the freedom to choose their own, but science majors tend to be more popular. During secondary education, students are required to participate in extracurricular activities such as Uniformed Groups, Performing Arts, Clubs and Societies, Sports, and Games. This education is an education that provides the opportunity to study level 6 in various educational institutions such as Polytechnics. This 6th grade consists of a low level 6 and an upper level 6 which is taken for 2 years. This school is specifically for those who want to continue their education in Malaysia. Pengajian Tinggi is a higher education program in Malaysia. At this level, the kingdom provides substantial subsidies or scholarships at various universities in Malaysia. In practice, this high study is regulated by the Malaysian Ministry of Higher Education (Shiroichigo, 2020).

In Malaysian, the initiative to develop the character of students is an aspiration found in Malaysian Blueprint 2013-2025 which is in shift 3 to produce people who appreciate noble values (Aroff, 2014). Similarly, the desire to achieve aspirations among students have ethics, spirituality, leadership skills and national identity.

There are 7 types of education in Indonesia. The first is general education. This education consists of primary and secondary education which prioritizes the formation of the basis of educational sciences in the minds of students to further pursue higher education. The forms of general education are elementary school (SD), junior high school (SMP), and high school (SMA). The second is vocational education. Is a secondary level education that prepares students to be ready to work in certain fields such as mechanical engineers, computer technicians, and others. This form of education is a vocational high school (SMK). Third, academic education. It is a higher education undergraduate and postgraduate program that is directed primarily at mastering certain knowledge and producing quality and educated resources. Fourth Professional education. Is a higher education after a bachelor's program. This program is usually pursued to meet professional standards for certain professional categories such as doctors and psychologists. The fifth is vocational education. It is higher education to produce skilled and expert resources in certain applied fields. Vocational is a diploma level 4 which is equivalent to an undergraduate program (S-1). The sixth is religious education. It is education ranging from basic to higher education levels in the field of religion. The purpose of this education is to create resources that have high knowledge of religious teachings. The seventh is special education. Is education for students who have special needs or who have extraordinary intelligence. This education is held inclusively or independently in the form of the Special School (SLB) (Noor, 2011; Shiroichigo, 2020).

At various levels of education in Indonesia, all students are required to take subjects in the Affective—for example, Religious Education, Citizenship Education, Pancasila Moral Education as national content. At the education unit level, each education unit is also given the authority to include institutional content and local content which also emphasizes character education. For certain religious private schools, there are contents of special values that are fought for by the relevant institutions that can be included in the institutional content. At the education unit level in Indonesia, schools have the authority to include local content in the education unit level curriculum or KTSP in Local Content Subjects. Local Content Subjects aim to pass on local cultural values that are rich in local wisdom values, which also means value and character education. This is also done by the results of previous studies which show that teaching character education can be done based on local wisdom by integrating values and aesthetics in various activities. The characters taught are good characters that have been raised in the learning implementation plan (Hidayati et al., 2020).

Character education in Indonesia, in addition to being integrated through the curriculum, is also strengthened by various government policies including PPK—Strengthening Character Education. In PPK practice of value and character education is strengthened through the bases of the Movement: character education through classroom learning, school culture, community participation, and extra-curricular activities. Besides that, value and character education at the Education Unit level are also strengthened by policies—School Literacy, Adiwiyata Schools, Model Schools, and others according to the readiness of each school (Sa'dun Akbar, Samawi, & Hidayah, 2014). The government has some policies and programs to successfully strengthening character education that describe in Figure 3.
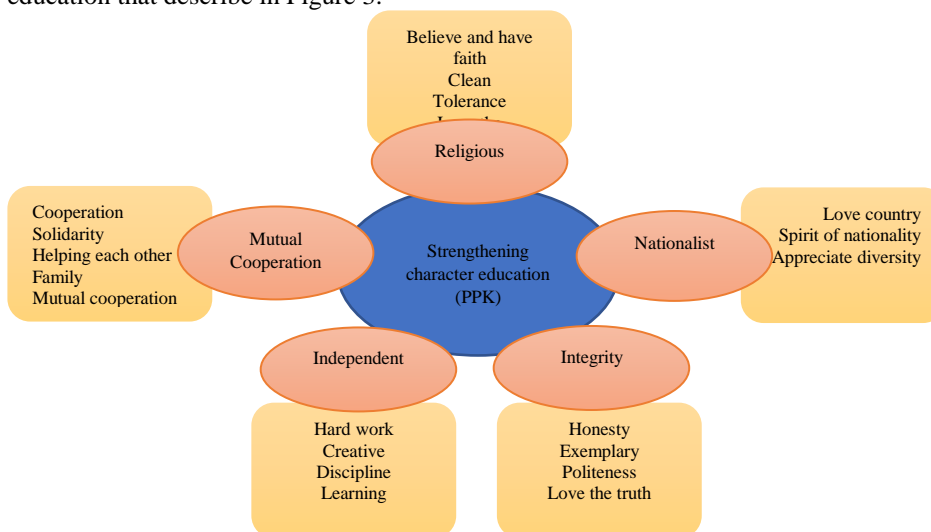

Figure 3
Government policies in strenghtening character education (PPK) program at Indonesia

Almost the same as Indonesia, Malaysia has 8 types of education. The first is the National School. It is a school that uses Malay as the language of instruction. The second is the Cluster School. It is one of the best schools in Malaysia. The third is the National Type School. It is a school that uses Chinese or Tamil as the language of instruction. Fourth, the School of Insight. Is a school that was built to increase interaction between people. The fifth is the Islamic Religious School. It is a school that has existed in Malaysia for a long time. The sixth is the Bestari School. Is a school that applies for technological advances by using computers and other modern technology. The seventh is the Technical and Vocational School. Is a school that provides opportunities for students who have special abilities in the fields of science and technology. The eighth is Full Boarding School (Science School). This school is intended for experts needed by Malaysia. This school implements an admissions system with outstanding academic abilities and sports talents and leadership. This school became a model or model school after the British Boarding School (Shiroichigo, 2020).

Based on the results of Piang's research (Tan, Mahadir Naidu, & Jamil Osman, 2018), it can be concluded that character education or moral education in Malaysia is done through textbooks used in schools. The results of the analysis of books used in schools, responsibility is the dominant value to form good citizens in Malaysia. Other important values are "Respect", "Helpful", "Hard-working" and "Caring".

Mukherjee stated that moral education in Malaysia has made a lot of progress in developing and implementing a moral education curriculum (Mukherjee, 1988). However, several things need to be considered, including the vast differences between those listed in the curriculum and those in the real world. The number of frauds in the business world and also the cynicism by students. Students are aware of the school's ethos where "good" students are the ones who perform well on exams.

One of the new programs developed to improve the quality of education in Malaysia is the cluster school. The results of the study indicate that a three-pronged approach is needed for the successful implementation of the cluster school initiative. The three branches are: (1) learning and mental reorientation of school residents with school-based management concepts; (2) the school administration has the authority to make decisions; and (3) having change leaders, namely principals who have transformational leadership abilities (Malaklolunthu & Shamsudin, 2011).

The individual personality is influenced by soft skills, including moral, ethical, and professional skills (Maunah, 2016). The results of quantitative research that have been carried out previously mean that the soft skill component is needed by novice teachers. The least components are ethics, morals, and professional skills. As a professional teacher in Malaysia, Teacher education exists to ensure that novice teacher have the ethics, morals, and professional skills to work and survive in learning activities according to the times. (Ngang & Chan, 2015).

DISCUSSION

Malaysia as one of the countries in Southeast Asia is one of the countries whose education is growing rapidly. This is under the statement that the track record of the

Malaysian state in terms of economy and education has progressed quite well (Syukri, 2019). The reason for the development of Education in Malaysia is said to be quite impressive because the Malaysian government's budget for education is 15% of the total government budget which is quite high. Indonesia is also a developing country whose education is also experiencing good development. The budget for education in Indonesia has experienced an increasing trend since 2016. In 2019, Indonesia has multiplied funds of 492.5T, or an increase of 11.3% from the education budget in the previous year (Ministry, 2012). This is also a follow-up and proof of the government's seriousness in allocating funds of 20% of the APBN for the education sector. With this, it is hoped that education in Indonesia can increase and be able to create quality future generations.

Education in Malaysia is the responsibility of the central government. Therefore the administration of Education is centered on the Ministry of Education. Meanwhile, at the district level, it only implements policies from the center. Educator resources are also following competence and can apply technology and multimedia facilities as well as curriculum implementation according to their needs. Educational level is taken for elementary (basic) level for ten years (Abdul Syukur, 2014; Syukri, 2019). This is almost the same as in Indonesia. Indonesia also believes that it is even stated in the law that education is the responsibility of the state. For the state to make a 9-year compulsory education program in basic education. This is supported by the statement of (Shiroichigo, 2020), which stated that basic education taken for 9 years in Indonesia was given financial assistance to support educational activities called School Operational Costs (BOS).

The level of education to develop character between Indonesia and Malaysia is slightly different. Indonesia has 4 levels, while Malaysia has 5 levels. Educational levels in Indonesia are (1) Early Childhood Education; (2) Basic Education; (3) Secondary Education; (4) Higher Education. Meanwhile, the levels of education in Malaysia are (1) Preschool Education; (2) Low Education; (3) Secondary Education; (4) Pre-University Education; (5) College Recitation (Mukherjee, 1988; Shiroichigo, 2020). Education involves teachers as a fundamental part of learning (Lujan, 2021). Likewise for character education. The teacher needs to have self-confidence that he can educate students to have good character. However, all education in Indonesia and Malaysia both involve teachers as the main part of the educational process which aims to instill good values so that they can shape the character of children.

In Indonesia, the characters to be instilled in students are found in textbooks, lesson plans, examples, and the main subjects, namely Citizenship Education and Religion. The government policies such as PPK, school literacy, Adiwiyata, Schools Model, and there are local in Yogyakarta called Ten Minutes for the School Environment or SMUTLIS (Sardun Akbar & Puspitasari, 2018). Character education in Indonesia is also developed through habituation based on the value of local wisdom and the integration of values in programmatic learning (Hidayati et al., 2020). In Malaysia, activities to develop children's character are also contained in textbooks, lesson plans, role models, and civic education. The use of books or digital learning materials is more effective in improving students' social skills than printed textbooks (Sariyatun et al., 2021). The use of printed

and digital textbooks is also used in two countries to develop students' character. This is supported by the results of Piang's research which concludes that character education or moral education in Malaysia is one of them done through textbooks used in schools (Tan et al., 2018). Other research that also supports this is which states that novice teachers are equipped with ethics, morals, and professional skills to survive in an increasingly complex teaching environment (Ngang & Chan, 2015). This shows that to develop the character of students, including making the teacher an example in attitude. Mahanani also stated that one of the requirements to face the 21st century, including 1) building facilities, 2) quality books, 3) teachers and professional staff (Mahanani et al., 2020; Rezky, Sutarto, Prihatin, Yulianto, & Haidar, 2020). This further confirms that the teacher is an important figure in developing the character of the next generation.

The novelty of this research lies in the point of view of the research study. This research focuses on the latest character education policies and the implementation of learning in schools. The results of the study can be used as material for evaluating character education policies that have been implemented so far and take important parts that can be used by both countries in improving their primary education system in building the character of the next generation. The findings show that both countries, Indonesia and Malaysia have always been constantly improving the education system especially in human development in a better direction. This can be seen in the policies and subjects that implemented character education.The results of this study can be used to add scientific insight about the application of character education so that it can be a reference source in making policies on character education for countries in Southeast Asia and other countries in the world

The weakness of this research is that the analysis tends to focus on the Policy Analysis at a glance for values and character education in both countries. The analysis of the application of policies has not yet reached the point where the results of the implementation of character education policies in the two countries have not yet reached. So that this can be an entry point for recommendations for the need for analysis of the implementation and results of policy implementation in the two countries as further research.

CONCLUSION

Indonesia and Malaysia have a strong commitment to developing education. The form of this commitment is seen from the number of funds for the education sector. Education in these two countries is also almost the same, namely centered on the Ministry of Education. While the network below it follows the policy of the center. Indonesia and Malaysia have almost the same method in developing character education in elementary or low schools, namely through school textbooks, learning plans, examples, and the existence of certain subjects. Subjects in Malaysia that prioritize moral values or character are called civic subjects, while in Indonesia they are called civics and religious education. Based on the studies that have been carried out, there are limitations in this study, namely that the data used are data policies and the application of character education is limited. Therefore, this research is still very possible to be developed with research involving many subjects so that the data becomes more accurate. Beside that, it

is necessary to study further the impact of character education policies on the character of the nation in the two countries.

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