Character Education Development Model based on Regional Culture

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Abstract--- The aim of the study was to find a culture-based character education model region in three major cities in Indonesia. The research method used is through qualitative descriptive supported by relevant literature studies and data from interviews, observation, and documentation in Surakarta City, Central Java, Denpasar, Bali, and West Jakarta. The results of this study are identification of city infrastructure that is suitable for child-based culture as; (1) the existence of artifacts containing art in accordance with the development of age children, in the city of Surakarta reaching 63%, in the city of Denpasar reaching 93%, and in the city of Jakarta West 60%; (2) The creation of a culture of being polite, friendly and ethical to each people in Surakarta city reach 77%, in Denpasar city it reaches 80%, in the city of West Jakarta reaching 73%; (3) Standard culture-based Child Friendly City, Denpasar, Bali 85%; in West Jakarta it reaches 66%; and in Surakarta city it reaches 90%.

Keywords--- Character Education, Regional Culture, Child-Friendly City.

I. Introduction

Child-Friendly City (CFC) as one of the policies in Indonesia adopts global CFC to launch standard and global child-friendly city. Recent trends in CFC development, its framework is widely adopted, with more than 40 countries around the world employing it to guide CFC initiatives. The Examples of some such initiatives include city- wide child-friendly ordinances in Japan and Italy, child impact assessments in Vietnam and children's participation councils in Albania (Chan, Erlings, Mizunoya, & Zaw, 2016). So, Cities can facilitate the needs of children to an open space, such as parks, fields, and other open spaces (Aji, Budiyanti, & Djaja, 2017). A work camp is an example of activities to promote children's participation to explore more effective design strategies in the advancing process of building children-friendly city (Yao & Xiaoyan, 2017).

Since it was established as a child-worthy city in 2006 by the State Ministry of Women's Empowerment of the Republic of Indonesia, as a cultural city, the character values of regional culture need to be continuously preserved as the foundation of children's education and can be used as models of child-friendly cities in Indonesia. Religious doctrine might be the source of character values as Damm (2011) stated that character education comes from religious doctrine and methods for fostering non-violent character, i.e Gandhi's principles namely the teaching of world religions, service learning, and setting an example. Besides, character education can also from a character education newsletter Lewis, Robinson, & Hays (2011) studied the use of classroom newsletter that each classroom could post it on the school's website; therefore it shows character education activities at home and school.

There are many kinds of problems faced by children, including school dropouts, prostituted children and Commercial Sexual Exploitation of Children (CSEC), child violence (rape, sexual abuse, sexual abuse), escape, neglected children, children affected by malnutrition, worst child labor, children street, child labor/trafficking. Berg (2013) stated that urban problems to poor families cause poverty and of the quality of life of children. So, controlling one's sexual desires and correspondence acting responsibly, with respect for self and others is the goal of character education (Lickona, 2013). The goal is being conducted by the city government to realize and create a child-friendly city in Surakarta and to avoid negative impact of the problems.

Development of regional culture-based character education will be carried out through programmed social engineering through the Children's Forum, activities carried out include; (1) Cultural freedom of expression; Cultural Studio; dancing, singing, traditional dancing, competition expo of children's work, interest in reading and writing regional languages, training for school dropouts. Clean cultural habits. The Children's Forum Program in the field of Education and the use of leisure time through cultural arts activities, setting up community learning hours, cheerful Sundays, regional arts and culture studios specifically for Children, Reading Gardens, Environmental Culture Festival (in Indonesia, FeBuLing, *Festival Budaya Lingkungan*).

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Based on the aforementioned context, there is a need for a model for the development of character education based on regional culture in order to develop innovation and creativity, because the noble values of the nation have gradually begun to be abandoned, with the presence of "gadget" technology in children who prefer a more attractive instant culture. Positive character impacts may permeate more easily and effectively into the daily lives of students to counteract the negative influences that pervade the media, especially the Internet (Lee, Pan, Liao, Chen, & Walters, 2013).

There are still many children who do not have strong mental and character, even in continuing to the level of education, it is still very dependent on their parents.

To be able to produce changes in mental attitudes in children into character, preserving regional culture by upholding moral values will continue to be preserved as a filter for culture stranger who will damage the child's mentality.

Ellis, Monaghan, & Mcdonald (2015) involved children's participation in their research whereas they are often viewed as unseen or impossible in contributing to urban policy-making. Derr & Tarantini (2016) studied by carrying out the challenging reality of planning a city with children as a valued constituent fromrethorical children's participation. Subsequently, children considered nature as crucial in the creation of a CFC and revealed that their community is not child friendly, and suggested the need for the participation of children in the aspect that affect their lives. (Adams & Jackson, 2018)

Building children characters to realize CFC needs a synergy with local wisdom to form sense of nationality. Kartikawangi (2017)stated that one of the methods of communication as the needs of society is learning and knowing local wisdom.

In other words, local wisdom as important part in building communication to realize harmonious relation. Patriadi, Bakar, & Hamat(2015) studied local wisdom Islamic based in which it was empirically synergized with human security modern concept although the wisdom was adopted to protect ones much earlier before appearance of the modern security concept for human. In other words, both Islamic local wisdom and the concept of modern human security contribute to appear sense of nationalism through its various characteristics. Local wisdom has a relation with local cuisine in which it comprises philosophical, symbol, and health values as a study by Jati (2014) who conducted an analysis about philosophical, symbol, and health values on local cuisine in Indonesia *Tumpeng* in which it provides such values to be known by readers as the contribution to the nationalism in terms of authentic culinary.

The present article attempts to describe the implementation of a child friendly city in three cities Bali, Jakarta, and Surakarta as a synergy to local wisdom to realize needs and analysis as early research findings to contribute to the building of standard and global CFC.

II. Material and Method

Qualitative research focuses on conceiving a social phenomenon from the human participants' point of views in natural settings and it may yield a hypothesis, may not start with a hypothesis. (Ary, Jacobs, and Sorensen, 2010) Qualitative research is used to gain insights into people's feelings and thoughts, which may provide the basis for a future stand-alone qualitative study.

Qualitative analysis used a model that developed by Miles and Huberman (2014) to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification. The analysis also used a SWOT model consisting of strengths, weaknesses, opportunities, and threats. Data enrichment was carried out by Focus Group Discussion (FGD) activities involving education practitioners, government officials, cultural experts, art experts, and community leaders.

New product models that have been systematically piloted in the field have been carefully reviewed and corrected until finally found effectiveness, quality according to the specified standards. The research stages are as follows; (1) Need analysis phase through literature study, field observations, (2) Stage of draft model development, (3) Limited testing of draft models.

The location of the study was carried out in three major cities in Indonesia; Surakarta Central Java, Denpasar Bali and West Jakarta, which involved 30 respondents. The results of the FGD are used to improve and improve the model design.

III. Results

Table 1: Respondent's Profile

Demographics		Frequency	Percent
Gender	Male	15	50
	Female	15	50
Profession	Principals/Official	10	33
	Senior teachers	10	33
	Parents	10	33
Location	Solo City (Central Java)	12	40
	Denpasar (Bali)	10	33
	West Jakarta (DKI Jakarta)	8	27
Age	Under 34 years	10	33
	35 – 39 years	8	27
	40 – 44 years	5	16,5
	45 – 50 years	5	16,5
	51 – 55 years	2	7
	more than 55 years		
Tenure as principal	Under 2 years	4	14
	2 – 4 years	8	28
	5 – 8 years	8	28
	More than 8 years	10	33
Highest	Diploma IV	10	33
	Undergraduate	12	39
	Master's	8	28
Training	Doctorate	0	0
	Agency for School Principal Empowerment and Development (LP2KS)	10	33
	Center for the Developments and Empowerment of Educator and Staff (P4TK)	10	33
	Education Quality Assurance Agency (LPMP)	2	7
	Others	8	27

Based on the information and data also from the respondents above, a model was obtained as shown in Figure 1. The model was also enriched through FGD forums to get input, improvement, and correction. Components of regional culture-based character education models in three major cities in Indonesia (Surakarta, Denpasar, and West Jakarta). A model certainly has several components and each component has contents in is follow:
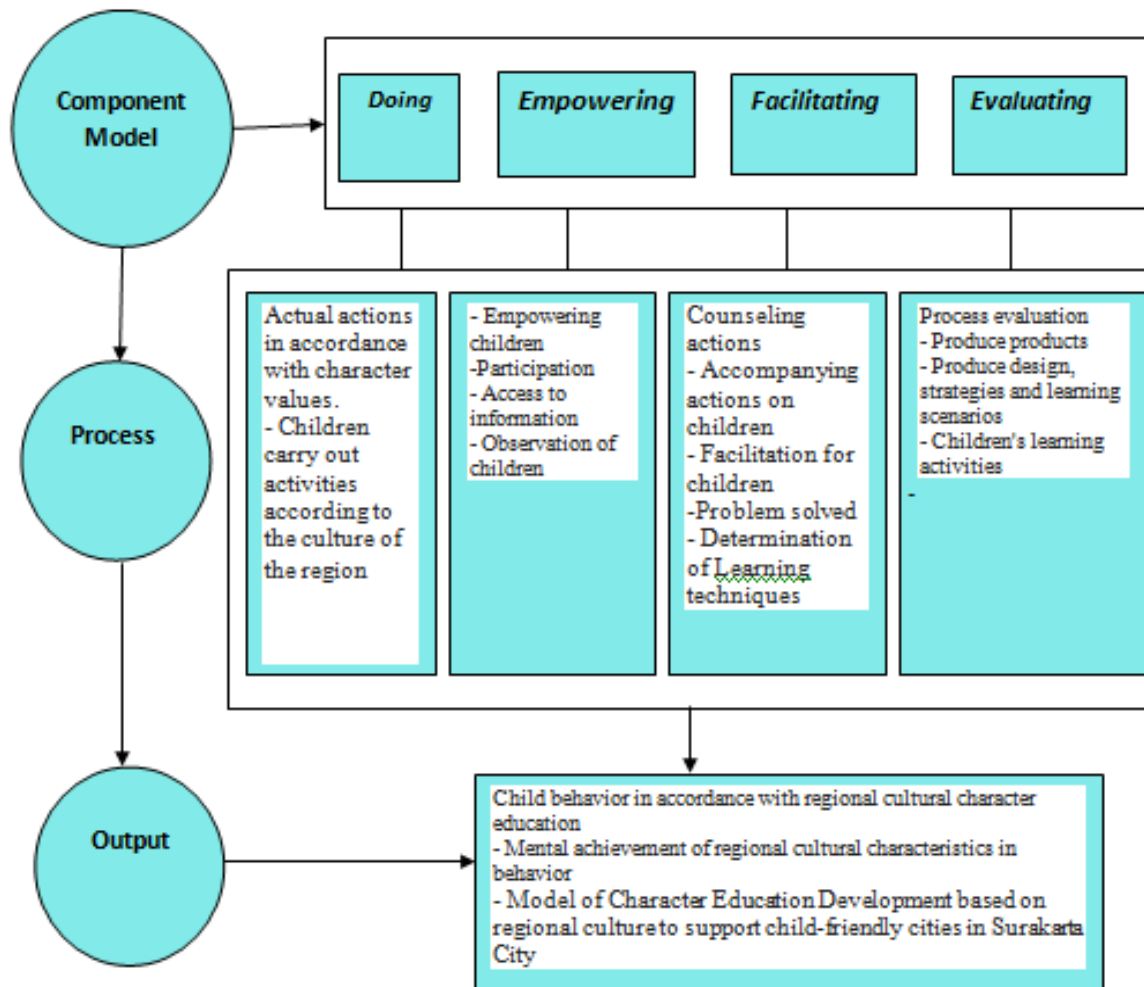
Figure 1: Model for the development of Character Education Based on Cultural Arts

Components of this model are born from the process by analyzing real action, empowerment, providing facilities, and evaluation. Actions were taken in accordance with character values so that children do activities in accordance with the culture of the region. Empowering children through active participation, accessing information and observing children's behavior. Provision of facilities can be through counseling, accompanying actions for children, by providing adequate facilities for children, problem-solving, and determining learning techniques. Process evaluation actions to produce regional cultural products, product design, strategies, and scenarios for learning children's learning activities. From the components of the model with the process carried out above, outputs are produced with indicators so that the output produced is the behavior of children in accordance with regional cultural character education, mental achievement of regional cultural characteristics in (1) Child behavior in accordance with regional cultural character education, (2) Outcomes mental regional cultural characteristics in behavior, (3) Character Education Development Model Based on regional culture to support child-friendly cities in Surakarta City, Denpasar, West Jakarta.

IV. Discussion

The Child Friendly City Program in the City of Surakarta, through the City government program invites people to participate together in managing the city environment into a friendly and viable environment for the growth and development of children, through city development strategies that integrate government, community and business world commitment and resources planned thoroughly and sustainably in programs and activities to fulfill children's rights, especially in the development of regional arts and culture.

Figure 2: Culture Degree in Penumping Village, Surakarta City

Child Friendly City in Denpasar Bali, as a tourism city with regional cultural insight, innovates in implementing the Eligible City of Children described in the mission; Strengthening children's identity based on Balinese culture; Based on local wisdom through creative culture; Realizing good governance for children (good governance); Improve public environmental services, tourism, and infrastructure. Forming the Denpasar City Children's Forum (FAD) in every Banjar (village), which is active in various activities up to the city level by conducting traditional activities because in Banjar it is emphasized for the preservation of culture, art, and tradition. Strengthening the school leadership can be in the form of understanding of the local culture, benchmarking other schools, providing professional training, instilling good ethics and building a strong character with high integrity (Jumintono, Suyatno, Muhammad Zuharty, 2018).

Figure 3: Activities of the Indigenous Dance Festival in Denpasar, Bali

The Child-Friendly City in West Jakarta, as the capital city, of course, is a center for social and cultural activities with various facilities in the fields of education, culture, sports, and health. West Jakarta is Indonesia's main gateway. The Child-Friendly City Program since 2013 began in West Jakarta by making the area a child-friendly area, but it cannot be implemented optimally, regional culture (Betawi) still appears to be carried out to commemorate the ceremonial culture of the region.

Figure 4: Demo of snakes and ladders in Traditional Game Return (TGR) activities

Based on the results of observations and interviews with resource persons and respondents distributing 30 questionnaires by purposive sampling, in three regions in Surakarta, Denpasar and West Jakarta, researchers only limited 12 indicators that were explored through interviews and observations, cultural indicators of the area studied were about; compulsory education, national insight, cultural arts, vision and mission, art and cultural artifacts, courtesy and friendliness, playing regional songs, talents and interests, arts and cultural facilities, competition activities, cultural arts studios, local cultural development programs, in the table below:

Table 2: Regional Culture Indicators

Indicators		Surakarta %	Denpasar %	Jakarta Barat %
1.	Compulsory Education	90	96	90
2.	Nationalism insight	83	86	80
3.	Art of Local Culture	90	96	50
4.	Vision and Mission	95	96	83
5.	Art and cultural artifacts	85	93	60
6.	Friendly, friendly	77	80	73
7.	Listen to folk songs	77	76	57
8.	Charity and Interest	87	93	70
9.	Cultural arts facilities	80	77	70
10.	Competition Activities	90	90	77
11.	Cultural Arts Studio	87	90	50
12.	Local Culture Development Program	80	87	57
13.	Average	86	88	68

From the table above it can be shown the average in percentage; in Surakarta City, an average of 86%, in Denpasar City 88%, and in the City of Jakarta 68%, they can be described as follows:

1. Compulsory Education, City Government Policy, (Surakarta, Denpasar, and West Jakarta) has data on the percentage of children who have attended the Fair. Surakarta 90%, Bali 96%, and West Jakarta, 90%, the range of significant differences is not too striking because compulsory education must be implemented for all regions.

2. Nationality Insights, activities in the School evoke insight and a sense of nationality in students, in the city of Surakarta: 83%, in the city of Denpasar: 86%, in the city of West Jakarta Barat: 80%, because the material is already linked in the national curriculum included in Social Sciences and Citizenship Education subjects.

3. Local cultural arts, Students are involved in play activities, sports, and local cultural arts activities, in Surakarta city: 90%, in Denpasar city: 96%, West Jakarta 50%.

4. Vision and mission, compulsory education, the formation of school vision and mission, compulsory education, and overall national insight get 93%, in Denpasar City Bali gets a number of 95.5% because its implementation is more focused on Bali as a tourist city and culture, in West Jakarta the figure is 83%, this shows how busy metropolitan cities and industrial cities are.

5. Art and cultural artifacts, the School has artifacts (local) with regional cultural art in accordance with the development of the age of the child, in Surakarta city: 63%, in the city of Denpasar: 93%, in the city of West Jakarta: 60%. There are differences between Surakarta and the city of Denpasar because in Denpasar the nuances of art in building artifacts are more dominant.

6. Manners and friendliness, the creation of a culture of courtesy, friendliness and ethics to everyone when inside and outside the school, in Surakarta city: 77%, in Denpasar city: 80%, in the city of West Jakarta: 73 %. Between Surakarta and Denpasar, there are few differences, because in Denpasar the nuances of tradition and Hinduism in performing traditional and religious ceremonies are more dominant, whereas in West Jakarta there has been a shift as a modern city.

7. Listening to folk songs, schools always play local art and culture songs during recess, in the city of Surakarta; 77%, in the city of Denpasar, 76%, in the city of West Jakarta, 57%. There are differences in implementing regional art and culture songs during recess, due to different environmental conditions and visions.

8. Talent and interest, the school provides freedom of expression in developing potential talents and interests, in the city of Surakarta: 87%, in the city of Denpasar: 93%, in the city of West Jakarta: 70%. Almost all schools support freedom of expression in developing potential talents and interests of students.

9. Art and cultural facilities, schools provide facilities (equipment) to develop cultural arts in accordance with the talents of student interest, 80% in Surakarta city, 77% in Denpasar, 70% in West Jakarta. The constraints it faces are in the provision of facilities (equipment) to develop cultural arts in accordance with the talents of student interest because there is still a minimum of grant assistance from the government because free education programs for schools cannot be collected by students.

10. Competition activities, cultural arts, and character education, the city government provides support and facilities in cultural arts competitions, Surakarta 90%, Denpasar 90%, and West Jakarta 70%.
11. Art and cultural studio, School facilitates cultural arts activities carried out outside the school (following competitions or other activities) in Surakarta city 90%, in Denpasar city 90%, in West Jakarta city 77%, the percentage data is clear that between Surakarta and Denpasar has the same vision and mission in developing regional culture, while West Jakarta has undergone a shift to become an industrial city.
12. Local Culture Development Program, Schools have programs to develop local culture, part of children's character education into behavior (governance, queuing, speech, etc.), Surakarta: 80%, Denpasar: 87%, West Jakarta: 47%.

Factors supporting the implementation of cultural arts activities in internalizing character education to realize a Child-Friendly City in Surakarta (Central Java), in the city of Denpasar (Bali), and in the city of West Jakarta (DKI Jakarta) have the following identity figures:

Table 3: Potential Various Regional Cultural Activities Surakarta (Central Java), Denpasar (Bali), and West Jakarta

No	Identification of Figures for Child-Friendly City	Surakarta City	Denpasar City	West Jakarta
1.	Historical and Chronological Child-Friendly City	In Surakarta, it has been initiated since 2003, as a proof of commitment from the initiation of the City Government, Surakarta City Community Education Assistance Mobile library for children for free.	The city of Denpasar in 2010, realizing an increase in public services for the welfare of the community, then launched the innovation of Denpasar as a Child-Friendly City	On December 17th, 2013, the West Jakarta Declaration Towards a Child-Friendly City
2.	Various Activities and Regional Culture	Strengthening the identity of the children of Surakarta City is based on Central Javanese culture and local wisdom.	Strengthening the identity of the children of Denpasar City is based on Balinese culture and local wisdom.	Strengthening the identity of the children of West Jakarta City is based on Betawi culture and local wisdom.
3.	Cultural Arts and Character Education	Development of Javanese cultural arts (dance, song/language, behavior, courtesy, friendliness, and social solidarity).	Development of Balinese cultural arts (dance, song/language, behavior, courtesy, friendliness, social solidarity).	Development of Betawi cultural arts (dance, song/language, behavior, courtesy, friendliness, social solidarity).

Based on the findings of data in the field, potentials, inhibiting factors, and supporters can be identified which can be explained in the table as follows:

Table 4: Identification of Various Culture-Based Child-Friendly City Activities

No	Identification	Surakarta (Central Java)	Denpasar (Bali)	West Jakarta
1.	Obstacles	1. Development of the era of globalization 2. Changes in values in society. 3. Variety of child problems in the level of crime in children; trafficking, child violence, dropping out of school, neglected children, child labor.	1. As a City of Tourism, outside culture is easy to enter 2. Still many problems with children; criminality in children, education 3. The level of population growth is not high	1. Development of the era, the era of globalization 2. Changing values in society. 3. Variety of child problems crime rates in children; trafficking, child violence, dropping out of school, neglected children, child labor
2.	Proponent	1. Cities with cultures that are still close 2. Government commitments and strong elements of society in culture 3. Cultural Arts Education is included in the local content	1. Tourism areas that are culturally-minded 2. Government commitment to children 3. Empowering children through creative culture	1. The central area of the nation's capital city that has Archipelago culture 2. Government commitment, Betawi culture is still preserved 3. Empowering children through creative culture
3.	Potency	1. Large cities, strategic with rapid economic development 2. The community still adheres to the values of Javanese culture	1. City of Tourism based on Balinese culture 2. The community still adheres to Balinese customs as tourism potential	1. Big city, and strategic with rapid economic development 2. It is expected that people still adhere to the values of the Betawi culture.

Table 5: Identification of Child-Friendly City Indicators Based on Culture and Character Education

No	Identification of Figures for Child-Friendly City	Surakarta (Central Java)	Denpasar (Bali)	Administration City, West Jakarta (DKI Jakarta)
1.	Utilization of Leisure Time	Smart parks are available in each sub-district so that children can take advantage of leisure time with learning and cultural arts activities (libraries, computer rooms, gamelan, theater/performance rooms, outdoor and indoor playrooms)	Strengthening children's identity in Denpasar City based on Balinese culture, the role of the Children's Forum is empowered and having a cultural studio at each Banjar (RW and RT level) some already have art studios for children/adolescents.	Can't implement yet There is no Child-Friendly City program profile yet.
2.	Fair Education Participation (Government Program)	The Movement of Obligatory Learning Hours government program, children are encouraged to study between 18.30-20.30 WIB, the TV must be turned off, and parents/family must accompany them, free school.	Mandatory learning participation Empowering the children of Denpasar City based on local wisdom through a creative culture that supports tourism	Mandatory learning participation It has not been formally regulated through the policy of the West Jakarta administration, (the impression of a gap between villages and in the city center)
3	Various Regional Cultural Arts Activities	The art and culture stage program, during the celebration of August 17 independence day. Cultural arts performance through the Solo Car Free Day. Smart parks, playgrounds, and stage children's creations, mobile libraries, and smart cars.	It has been programmed to stage art and culture, always empowered as a tourism city. Improve public environmental services, economy, and tourism through a populist economic system.	Not routinely programmed in performing arts and culture Performed once a year when commemorating National Children's Day
5.	Character Education is Implemented in Art and Culture	Religious, communicative, honest, discipline, responsibility, hard work and independence, democracy, national spirit, love for the country, love for peace, care for the environment, social care.	Religious, communicative, honest, discipline, responsibility, hard work and independence, democracy, national spirit, love for the country, love for peace, caring for the environment, caring for the social	Religious, communicative, honest, discipline, responsibility, hard work and independence, democracy, national spirit, love for the country, love for peace, caring for the environment, caring for the social

Table 6: Implementation of Regional Culture-Based Character Education towards Mental Revolution

City	Character Building	Cultural Activities	Mental Revolution
Surakarta (Central Java)	1. Creativity and curiosity, respect for achievement, love to read. 2. Religious/tolerance, friendly and communicative 3. Honest and Discipline, Responsibility 4. Hard work and independence 5. Democracy, Nationalism, Love of the country, Love of peace 6. Environmental care, social care	1. Do regional cultural arts activities with new ideas, based on Javanese culture. (Little puppeteer, dance, *Karawitan*, Javanese song) 2. Do worship activities that are in accordance with their religion, respecting religious differences. (Islam: prayer on time). 3. Through competitions and competitions that are in accordance with children's talents. 4. Train organizational governance in the Children's Creativity Forum. 5. Recognize customs and pride in regional culture, and continue to preserve it (Javanese culture). 6. Doing social activities, solidarity movements against disaster (natural disasters in Lombok)	1. Rationally; the mentality determines the progress of a nation. 2. Starting from the idea (mind) leads to achieving goals and achieving the goals of the state. 3. Raising awareness for high achievers, productive towards advanced and modern nations. (Child puppeteer/child). 4. Change the perspective, thoughts, attitudes, behaviors to be oriented to progress and modernity, without leaving the essence of the value of YME Godhead. 5. Collective movements involving all components of the nation by strengthening the role of government institutions and socio-cultural institutions in the community. 6. Internalizing the values of character education to individuals, families, social institutions through the Children's Creativity Forum. In Surakarta city. 7. Humans excel with a good education, have expertise and skills, master technology, work hard, and have an ethos of progress. 8. Building mentality and Integrity attitude: honest, trustworthy, responsible, hard work, optimistic, productive, innovative, competitive, working together, high solidarity, oriented to benefit. 9. Having a mutual cooperation spirit, working together for the progress of the nation, returning the character of the Indonesian nation to its noble character, namely Mutual Cooperation.
Denpasar (Bali)	1. Manners 2. Creativity and curiosity, respecting achievement, love to read 3. Religious/tolerance, friendly and communicative 4. Honest and Discipline, Responsibility 5. Hard work and independence 6. Democracy, Nationalism, Love of the country, Love of peace 7. Care for the environment, care for the social	1. Through the habituation of regional languages (mother tongue) in daily life at school / at home. Balinese language. 2. Conduct activities related to regional cultural arts with new ideas, based on Balinese culture. 3. Do worship activities that are in accordance with their religion, (Hindus) respect each other's religious differences. (Islam: prayer on time). (Hinduism: obeying religious and customary ceremonies in Bali) 4. Through competitions and competitions that are in accordance with the talents of the child. 5. Train organizational governance in the Children's Creativity Forum. 6. Recognize customs and pride in Balinese culture and preserve it as a regional tourism asset. 7. Conduct activities, movements to preserve the regional socio-cultural	1. Rationally; the mentality determines the progress of a nation. - Starting from the idea (mind) leads in achieving goals and achieving the goals of the state. 2. Awaken awareness to high achievers, productive towards advanced and modern nations. (Bali as a city of tourism and art). 3. Changing perspectives, thoughts, attitudes, behaviors to be oriented to progress and modernity, without leaving the essence of the value of YME Godhead. 4. Collective movements involving all components of the nation by strengthening the role of government institutions and socio-cultural institutions in the community. 5. Internalize the values of character education in individuals, families, social institutions through the Children's Creativity Forum. In the

		environment that continues to be developed in accordance with the national character of Indonesia.	city of Denpasar. 6. Humans excel with a good education, have expertise and skills, master technology, work hard, and have an ethos of progress. 7. Build mentality and Integrity attitude: honest, trustworthy, responsible, hard work, optimistic, productive, innovative, competitive, collaborating, high solidarity, oriented to benefit. 8. Having a mutual cooperation spirit, working together for the progress of the nation. We must restore the character of the Indonesian nation to its noble character, namely *Gotong Royong*.
Administration City, West Jakarta (DKI Jakarta)	1. Manners 2. Creativity and curiosity, respecting achievement, love to read 3. Religious/tolerance, friendly and communicative 4. Honest and Discipline, Responsibility 5. Hard work and independence 6. Democracy, Nationalism, Love of the country, Love of peace 7. Care for the environment, care for the social	1. Behavior developed in ethics Manners and cultures are adapted to Betawi native culture. 2. Conduct activities related to regional cultural arts with new ideas, based on Betawi culture. 3. Doing worship activities that are in accordance with their religion, respecting religious differences. (Islam: prayer on time). 4. Through competitions and competitions that are in accordance with the talents of the child. 5. Train organizational governance in the Children's Creativity Forum. 6. Recognizing customs and pride in culture in the area, and preserving it through habituation (Betawi culture).	1. The mentality of the Betawi children who have shifted into the city of Metropolis should not make the generation busy and "ignorant", determine the progress of a nation. 2. Awaken awareness to high achievers, productive towards advanced and modern nations. (*Lenong* / child stage). 3. Changing perspectives, thoughts, attitudes, behaviors to be oriented to progress and modernity, without leaving the essence of the value of YME Godhead. 4. Collective movements involving all components of the nation by strengthening the role of government institutions and socio-cultural institutions in the community. 5. Internalize the values of character education in individuals, families, social institutions through the Children's Creativity Forum. In Surakarta city. 6. Humans excel with a good education, have expertise and skills, master technology, work hard, and have an ethos of progress. 7. Build mentality and Integrity attitude: honest, trustworthy, responsible, hard work, optimistic, productive, innovative, competitive, cooperative, high solidarity. 8. Having a mutual cooperation spirit, working together for the progress of the nation. We must restore the character of the Indonesian nation to its noble character, namely *Gotong Royong*.

V. Conclusion

In carrying out internalization of regional culture-based character education, the role of the government is needed, in collaboration with all elements of society, and the children's forum in developing a regional culture which will later become a habit for children. Collaborating on all parties involved and supporting the realization of a Child-Friendly City based on regional culture is very important so that especially in child development there will be habituation and culture oriented to their respective cultures, which eventually form the mindset of children to act according to the norm, tradition, and the behavior of the karmic order, creates positive cultural behavior and forms character that is based on regional culture.

The needs and attitudes of children implemented in regional culture-based character education in Surakarta City, because of the strong paternalism in the regions need to be carried out by the stakeholders' exemplary and habituation initiatives about regional cultural character values that continue to be built to extinction due to shifts in global values and mil. Innovate and the need for participation from all elements of traditional and Hindu religious leaders (specifically in the city of Denpasar) which continues to be preserved to support Bali as an international tourist destination city. Especially in West Jakarta city as an administrative city and metropolitan city, there still needs to be a joint committee of the bureaucrats and stakeholders of education that regional culture (Betawi) continues to be preserved as a national cultural asset.

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