

ANALYSIS OF CHARACTER EDUCATION APPLICATION IN THE LEARNING PROCESS

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ABSTRACT--Education has a very important role in building academic character and dignity. For this reason, the integration of character education into the learning process is one of the efforts to realize that goal. In this study illustrated how the application of character education in the learning process and the obstacles encountered in implementing it. This research is a descriptive study with a qualitative approach that aims to find and describe information thoroughly and intact about the application of character education in the learning process. Based on the results of the field study, it was found that the application of character education had been carried out through three stages, namely planning, implementation and assessment. Nevertheless, in its application, it is still often found obstacles so that the implementation of character education has not been able to run optimally. These constraints include: 1) the lecturer's understanding of the concept of character education is inadequate, 2) the difficulty of the lecturer identifying the character values in the courses taught; 3) lack of knowledge about variations in the learning model that can be used to grow characters; 4) facilities and infrastructure that have not been adequately supported. With these constraints, several policies are needed, including policies on improving the competence and professionalism of lecturers, policies regarding character development programs both formal and informal, and policies regarding enforcement of integrity.

Keywords--education, character, learning

I. INTRODUCTION

The values listed in Article 3 of the 1945 Constitution are part of the character values. Nevertheless, seeing the current phenomenon, these values seem to disappear in the world of education. Consequently, there is moral degradation in the world of education. Moral degradation is also seen in higher education. One of the causes of this phenomenon is that higher education only tends to focus on the formation of hard skills and neglects soft student skills even though the ability has a considerable influence in growing character values so that they can be internalized within each student. It is undeniable that the current condition of tertiary institutions has been a character crisis, this is reinforced by the research of Agus Wibowo (2013) which states that "how low the characteristics and morals of the Indonesian people today, in the world of education there are many cases which are indications that character education in Indonesia is very alarming. Like the case of a brawl among students, corruption of educational projects and plagiarism of scientific work by students and lecturers and there are still many other similar cases ". One reason is that the learning process is only limited to teaching morality theoretically

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even though education is not only limited to writing, reading and memorizing, but education is habituation so that character values can be embedded and developed into positive values that are carried out in everyday life.

The above phenomenon illustrates that education today is still dominated by quantitative results while the qualitative results in this case character education tend to seem still neglected. With such educational conditions, various parties demand an improvement in the quality and increase in the quantity of character education in the world of higher education, bearing in mind the character values are critical to be internalized in students. One way that universities can take to improve this is to prepare educators who can integrate their knowledge with character values. Instructional staff is one of the instruments that have an essential role in fostering character values in the tertiary environment. Indeed, it must be realized that being educative is not only required to be able to master the scientific field but is also expected to have the ability to educate, one of which is able to shape the personality of students through character education.

Character education can be integrated with all subjects, and it is just how the lecturer has the skills and a strong desire to do the integration so that the character values of students are not only obtained through specific courses, but these values can be obtained in all learning. A study conducted by Snyder (Arnasari, 2012) shows that the place of education that develops character-based programs has a positive and significant influence on student achievement and discipline. This shows that character education is not only at the cognitive level but also through habituation and practical experience of students in life in society.

Based on several observations, it was found that not all lecturers implemented character education in the learning process despite the policies of the tertiary institution, so that each lecturer made and collected RPS and RPP based on a predetermined format. In the RPS and RPP format, a character value component has to be identified that must be identified by each lecturer based on the course. The initial indication of the cause is the lack of socialization and training in implementing character education in the learning process conducted by lecturers. Based on the above thought, this paper analyzes and examines in-depth information about the application of character education in the learning process in the study program. The following illustrates the structure of the effectiveness of the application of character education.

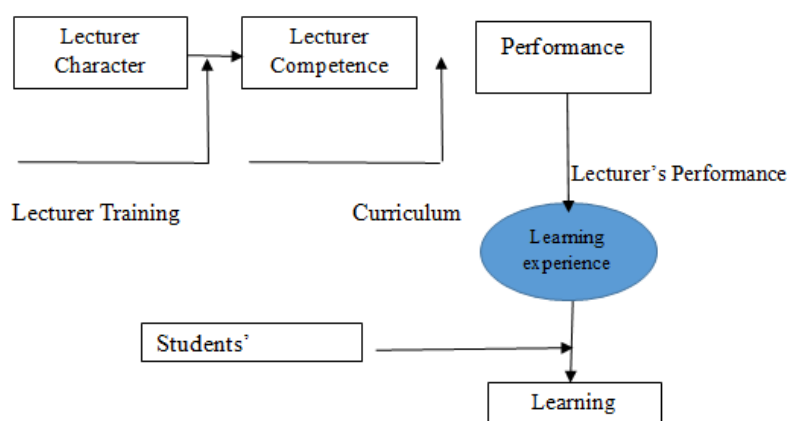


Figure 1: the application of character education

II. RESEARCH METHOD

This type of research is a descriptive study that aims to get a picture of data derived from data collection by researchers about the application of character education. In this study, it is expected to find and describe data as a whole and intact about the application of character education in the learning process in Islamic banking study programs. In addition, this research is expected to be able to develop theories inductively from the abstraction of data collected about the application of character education in the learning process. The approach used is a qualitative approach that intends to understand the phenomena about what is experienced by research subjects such as behaviour, perception, motivation, action, etc. holistically and utilizing description in an exceptional natural context and by utilizing various natural methods.

The primary sources and types of data in this study are words and actions and written data sources. Words and actions of people are observed or interviewed. The primary data type is the source of written data, while the type of supporting data is recorded through written records or a recorder. Written sources consist of document sources, namely lecturer learning tools. Data sources in this study are informants and relevant learning tools. In this research, the informants chosen are lecturers who teach Islamic banking study programs while the documents used as data sources in this study are documents relating to the implementation of the learning process, namely learning tools.

Data collection techniques used in this study consisted of data collection techniques of observation, interviews, and documentation. Observation technique is used to make observations on learning activities and student activities in the learning process, and its nature is passive participation in the sense that the researcher does not take a role other than recording events that are considered to support the results of research. This observation was also carried out without any deliberate effort by the lecturer in implementing character education, for example doing manipulation, renewing teaching and others.

Furthermore, data was also obtained through interviews with informants. Interviews to be conducted are interviews that do not use specific interview guidelines but interviews that are as broad as possible to informants to explore their knowledge regarding the application of character education and the obstacles encountered in applying character education in the learning process. while documentation techniques are used to collect documents related to research issues such as RPS and RPP

The validation of the researcher as an instrument includes validation of the understanding of qualitative research methods, mastery of insight into the field under study, the readiness of the researcher to enter the object of research. The research instrument was the researcher himself who validated through self-evaluation how far the understanding of qualitative methods, mastery of theory and insight into the field under study, as well as readiness and provision to enter the field. In addition, the instruments used in this study were observation sheets, interview guidelines, and research documentation. The type of data explored in this study is schematic; narration; and also a description of data from informants both oral and written document data, the behaviour of the subjects observed in the field. The analysis process used is the analysis described by Creswell in his book (Raco: 2010)

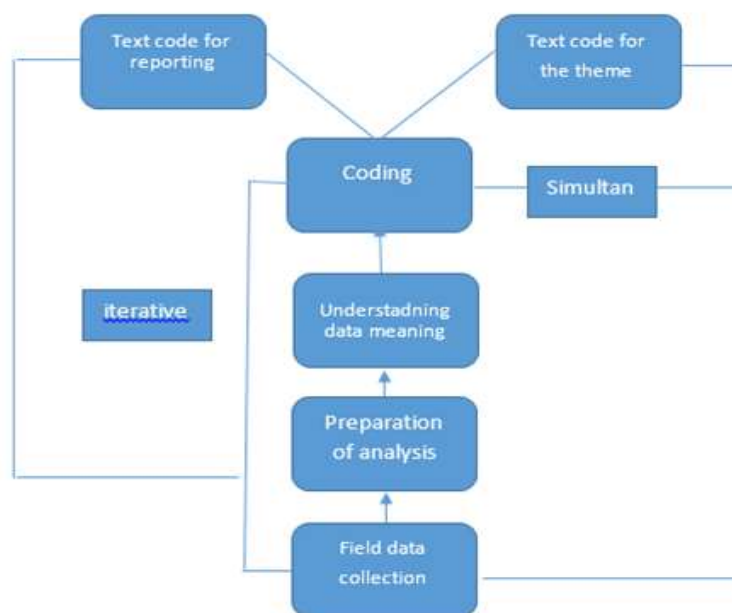


Figure 2: The analysis process used

After analyzing the data, it is continued with interpretation. This activity is aimed at developing ideas based on findings and connecting them with existing theories or broader and deeper concepts

To determine the validity of the data required data checking techniques. The implementation of data checking techniques is based on some specific criteria. There are four criteria used, namely, the degree of credibility, transferability, dependability, and confirmability.

III. RESULT AND DISCUSSION

The application of character education in the learning process consists of three stages, namely planning, implementation and assessment.

Planning

Activities carried out at this stage in the context of implementing character education include the preparation of learning tools, the development of semester learning plans, and the development of Learning Implementation Plans (RPP) that contain character values. There are two leading indicators of character education in learning planning, namely: 1) making RPS that includes character values as a guide in developing learning implementation plans; and 2) make a plan for implementing learning containing character values as a guide in the learning process based on process standards. The stages of planning in internalizing character values can begin by identifying the values to be internalized, then choosing the appropriate model or method to internalize these values in students. After determining the model or method to be used, then formulate and compile short, medium, and long-term program plans to actualize the values that have been identified previously. Planning is a crucial stage in a learning process because it can determine the direction and purpose of learning activities. Besides, planning can also be used as a personal resource that can contribute to the curriculum used by lecturers.

Implementation

The implementation of learning activities in implementing character education is carried out by some lecturers based on the learning implementation plans that have been prepared previously. Through field data, information obtained that the activities carried out by lecturers in implementing character education are following planning. Although it is still found among lecturers whose learning activities are carried out not based on the RPP that has been prepared previously, even though explicitly in the RPP the stages of activities and character values that will be internalized in the student are included. Learning is usually done as needed so that it often does not fit into the lesson plan. This is in line with the research of Jumarudin, Gafur, & Suardiman (2014), which states that the learning plans that have been prepared are often not implemented as they should.

The Ministry of National Education (2010) suggests that learning experiences can be built through intervention and habituation or habituation. Therefore, lecturers must play an active role and have creativity in the learning process that aims to intervene in absolute character values. In other words, character education cannot be grown just like that or what it is, but there needs to be a programmed plan, and its application must be based on a planned program. The intervention of character values in learning is not enough just to give an example in behaviour, but a comprehensive method is needed covering the dimensions of self-processing that is thought through, heart processing, and sports under the 'components of good character' that was sparked by Lickona (2013). Thus, in order to grow the character values in the learning process, the lecturer must try to give an understanding to students about the values taught. Furthermore, lecturers should inform why the values are essential to have, and whether the attitudes possessed by students already reflect the expected character values. After the lecturer gives an understanding of the values taught, then gives reinforcement to the emotional aspects so that students can feel the values of character, which will then be represented through action.

The phenomenon found in the field shows that most lecturers in the learning process are merely introducing specific values but have not yet led to an understanding of values. Furthermore, in the context of character education, the term habituation is also known which includes situations and conditions as well as the creation of conditions to enable students to get used to behaving according to character values that have been internalized and personalized (Ministry of National Education, 2010). Lecturers as facilitators in learning activities that have broader social experience are required to carry out a habituation process to instil character in students because character values cannot automatically be grown but must be developed through teaching (Nucci & Narvaes, 2008). Lecturers play a role in facilitating students to be active without having to say that students must be active. However, lecturers must make plans for learning activities that can motivate student activity, formulate questions, seek information, gather information from sources, process information already owned, reconstruct data, and present results (Cline, Burelle, & Zullo, 2012).

Assessment

The final stage in applying character education to the learning process is to conduct an assessment consisting of the type of invoices, valuation techniques, and assessment instruments. Components in the assessment consist of cognitive, affective and psychomotor abilities. The activities carried out by lecturers in the assessment stage are (1) conducting an assessment of learning outcomes aimed at knowing the level of student competency; (2) evaluating learning outcomes with several variants of methods in the form of tests and non-tests; (3) evaluating

the learning process by taking into account the character values that arise during the learning process. One of the assessments that can be used to foster character values in students is an authentic assessment. According to Majid (2012), authentic assessment is the process of gathering information by lecturers about the development and achievement of learning conducted by students with various techniques that can reveal, prove or show that learning objectives and abilities (competencies) have been achieved. Inauthentic assessment, the success of learning is not only directed at the final result, but also the assessment is carried out during the learning process so that the assessment of attitudes, knowledge, and skills competencies can be achieved as a whole.

Assessment that has been carried out by lecturers sometimes ignores the affective aspects, and the target is only on the cognitive and psychomotor aspects. That is because effective judgments or attitudes related to character values are still considered difficult for some lecturers, even though the majority of Lecturers claim to have made observations of the character values that appear to students. Besides, sometimes, the assessment does not include the formulation of indicators of attitude assessment. Criteria for evaluating student attitudes do not have clear guidelines. The lecturers' habit through oral means is still very weak to be used as a reference or basis for consideration in determining student profile conclusions. This is because human memory has limitations in storing information, so not all can be recalled precisely according to the information previously observed.

After conducting the three stages above, it is found several essential things as follows. (1) Some lecturers do not have an adequate understanding of the concept of character education. (2) The lecturers do not know adequate process of implementing it in the learning process. (3) Lecturers are still experiencing difficulties in identifying character values from essential competencies for each course, (4) lecturers have not been able to implement character education integrated with the learning process properly. (5) Facilities and infrastructure are incomplete, and (5) assessment of student attitudes has not been well documented and even still very weak.

The character education program is an update carried out in the field of education. However, character education is not just a new trend in the world of education. The implementation of character education is a tangible manifestation of the restoration of education, which is to restore its nature to build a complete human being, namely education that forms superior human beings in useful knowledge and character (Pertiwi, & Marsigit, 2017). Higher education institutions become an environment of direct interaction between students and lecturers. In the world of higher education, a lecturer is someone close to students so that they will be able to have a positive influence on the development of student character. Therefore, the study program as an implementing academic organ is expected to have commitment and integrity to build the character of the nation through an educational process, one of which is integrating character education in every learning process and a policy that can encourage the application of character education is needed. Various policies that can be carried out by leaders in developing character education include policies regarding character development programs both formal and informal, such as emotional, spiritual quotient (ESQ) activities, policies regarding enforcement of integrity on matters relating to plagiarism and textbook vandalism, policies regarding the involvement of students' parents in the education process and others.

The initial step to implementing character education in an integrated manner can begin in the learning process for all courses. The principle that can be applied in planning and designing the implementation of character education in a study program is a participatory principle through the involvement of all the academic community. Their involvement can start from the planning stage, at least provide an opportunity to convey ideas about the stages of the implementation of appropriate character education and supporting resources needed for the

implementation to run well and effectively. Likewise, the monitoring and evaluation system of educational activities should be designed programmed and integrated involving related components such as lecturers, students, study programs, and quality assurance teams.

IV. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the application of character education in the learning process has been carried out through three stages, namely planning, implementation and assessment. Some things that have become obstacles for lecturers to integrate character education in the learning process are as follows. First, the lecturers' understanding of the concept of character education is inadequate, so they are not able to apply it optimally. Second, the difficulty of identifying the character values of essential competencies in the taught subjects. Third, in the implementation process, some lecturers felt confused in implementing integrated character education since the knowledge about variations in learning models was still lacking. Fourth, facilities and infrastructure that have not fully supported integration. By looking at the obstacles that are often faced by lecturers, the study program should conduct training related to the application of character education in learning with competent speakers in their fields and have extensive and in-depth knowledge about character education so that lecturers are facilitated to carry out the process learning planning, up to the process of learning assessment containing character education.

The important thing that should also be a concern of a study program is the implementation of ongoing monitoring and evaluation aimed at controlling and controlling the quality and process of applying character education in the learning process. In addition, valid instruments need to be developed that can be used by lecturers in assessing or evaluating student attitudes in the learning process. The study program should also conduct an internal evaluation related to the application of character education. The stages of planning, implementation and assessment should be examined. Furthermore, the study program should be able to facilitate the availability of supporting facilities and infrastructure such as the availability of teaching materials that are loaded with character values, instructional media so that the application of character education in learning can run optimally.

Lecturers, as instructors, as well as educators, have a great responsibility in integrating character education in lectures to realize character and dignified human beings. The implementation of character education both through the learning process and other activities need to be monitored and evaluated regularly. The socialization of the strategy of implementing character education in the learning process in the study program needs to be continued to the entire academic community. Not only enough socialization but support, ideas, creative ideas and policies from all relevant parties such as leaders, academic staff, administrative staff, and students are still very much needed to optimize and streamline the implementation of character education

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