

The Role Of Professional Lecturers On The Formation Of Student Character In The Physical Education Study Program Learning Quality Improvement

Sabaruddin Yunis Bangun¹, Budi Valianto², Suharjo³

Studi Program PJKR, Universitas Negeri Medan, Medan, Indonesia

✉ (e-mail) unisbgn@unimed.ac.id, Budival@yahoo.com, suharjo8564@gmail.com

Abstract

The objectives of this study are as follows: To be able to describe the role of professional teaching staff (lecturers) in forming the character of PJKR Study Program students, to be able to describe the role of professional teaching staff (lecturers) in improving the quality of learning PJKR Study Program, See the role of professional teaching staff (Lecturers) and the formation of student character in improving the quality of learning in the PJKR Study Program 2016/2017 Academic Year. Descriptive research method with quantitative approach. The formulation of the students of the PJKR Study Program at the Faculty of Sports Science, State University of Medan who follow the KKNi curriculum in the Academic Year 2016/2017. The sample is in the third semester in the Department of Physical Education and Recreation with 15% in each class with a total of 6 subjects from 11 existing courses. The results of this study conclude: There is a significant role of professional teaching staff (lecturers) in forming the character of the PJKR Study Program students, there is a significant role of professional teaching staff (lecturers) in improving the quality of PJKR Study Program, there is a significant role of.

Keywords: Professional Lecturer, Character Formation

Introduction

A logical impetus is of course for a lecturer to provide as much knowledge as possible to students. Trying as much as possible so that every knowledge that is owned can be conveyed well to students even though in a short time (limited time compared to the actual content is so broad) so that sometimes forces students to prepare / study the material / information to be taught the next day so expected student functions will be ready to add to his knowledge. Such functions and roles often place lecturers in excessive authority, such as a single source of information and as a central learning activity, thus making students passive objects, empty vessels that must be filled with some information.

Reference to the thoughts and two books of Hidayatullah (2010) teachers and lecturers will be motivated to always be an inspiration for their students. Lecturers must be role models for students in universities. A lecturer has duties and responsibilities not far like a teacher. However, a lecturer has a responsibility to be a pioneer of talents for students and the community in implementing the tri darma of higher education. Thus, the role of lecturers in higher education must have an inspirational and meaningful image.

The role of lecturers in transforming science and technology, where according to the analysis of reflection by experts, the function of science and technology is no longer a means of helping humans to achieve life goals, but science and technology can create human goals for life. Through learning activities lecturers participate in enlightening and transforming their knowledge and technology to students regarding various things that occur in the development of science and technology.

Hidayatullah (2010) further argues that the output of educational institutions should be able to produce "smart" people but also "good" people in the broadest sense. Education does not only produce "smart" people but "not good", it is better if education does not only produce "good" but "not smart"

people. Education is not enough just to make children smart, but also must be able to create noble values or characters.

A lecturer has an important role in the repertoire of science, technology, and art. The main role of the lecturer, among others, is transforming, developing, and disseminating science, technology and art, which is framed in various activities of the Tridharma of Higher Education which include activities: (a) Carrying out education and teaching / learning; (b) Carry out research; and (c) Carry out community service and (d) Implement other supporting factors.

Higher Education (PT) as an education organizer has a very large role in the national development framework. There are two main tasks carried out by Higher Education namely first, educating the nation's children to master science and technology, and secondly, national and regional development policies including preparing candidates for high moral and democratic civilization. Universities function as the main producers of human resources for the needs of the community and to be able to improve, disseminate, and develop science and technology (Science and Technology) itself.

According to Ki Hajar Dewantara, character is seen as character or character, in other words the unification of the movement of the mind, feeling and will or volition which then gives rise to energy. The existence of human character will be an independent person who is at the same time personality and can control himself or independently. Good education according to Ki Hajar Dewantara is able to defeat the basics of the human soul that is evil, covering up, and even reducing negative traits. Education is said to be optimal if noble traits are more prominent in themselves than negative traits. It is this human character who, according to Ki Hajar Dewantara, is a civilized figure, a figure that is a true means of education. So the success of true education is to produce civilized human beings, not those who are cognitively and psychomotorically intelligent but poor in character and noble character.

Character education has become the demand of the instructors, especially for lecturers, it should be dominantly owned and stand out from the personality of a lecturer. Character education also makes character to what and who will be guided to produce a virtuous person plus education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). When the three aspects are applied systematically and continuously, students become emotionally intelligent. This emotional intelligence is a provision to prepare children to meet the future, because it will be easier and more successful in facing all kinds of life challenges, including the challenges to succeed academically.

Character education is a deliberate effort to develop good character based on core values that are good for individuals and good for society. One of the institutions that can play a role in character education is college. In the higher education environment there is a moral environment that emphasizes good values and keeps them in everyone's consciousness. An environment that can transform values into a good and develop intellectual awareness into personal habits in thoughts, feelings and actions. In addition to having the ideal character described earlier, the character is also a difficult and complex challenge for educators, the results of the characters given also have soft skills or life skills. Another word is soft skill as a part of student character and has a very important role.

It is time for this time to begin emphasizing soft skills based learning (social interaction) for students of Physical Health and Recreation Education Study Program hereinafter referred to as (PJKR). In forming the character of the generation of the nation must be able to compete, ethical, moral, courtesy, and interact with society. Soft skills education rests on fostering a mentality so that the nati's children can adjust to the reality of life. In short, currently in the world of education there has been a realization that one's success is not determined solely by technical / psychomotor knowledge (skills), but also in the skills of managing oneself and others. However, not all students and lecturers are aware of their role. Based on the thoughts above, the authors are interested in conducting a research on "The role of professional lecturers on the formation of the character of the PJKR Study Program 2016/2017 Academic Year in improving the quality of learning".

The objectives of this study are as follows: 1) To be able to describe the role of professional teaching staff (lecturers) in forming the character of PJKR Study Program students, 2) To be able to describe the role of professional teaching staff (lecturers) in improving the quality of learning PJKR Study Program, 3) see the role of professional teaching staff (Lecturers) and the formation of student character in improving the quality of learning in the PJKR Study Program 2016/2017 Academic Year.

This research is expected to provide special benefits for educators and education staff in out-of-school education study programs on the formation of student character to improve the quality of learning.

Method

The method of this research is descriptive research with a quantitative approach. This research was conducted from August to December 2016 in the PJKR Study Program of the Faculty of Sport Sciences, Medan State University, 2016/2017 academic year.

The number of student classes participating in the IQF curriculum in the third semester in the Department of Physical Education and Recreation is 5 classes with the following details:

Data on the Number of PJKR FIK-UNIMED Study Program Students
Semester III T.A 2016/2017

No	Class	Number of students
1	Class A	36
2	Class B	35
3	Class C	35
4	Class D	38
5	Class E	35
Total		179

Table 1. Study Program Student Data PJKR T.A 2016/2017

The amount of data that will be obtained by using total sampling, it is necessary to take sampling with other methods where the population is general or homogeneous. In this study samples were taken from the population using a stratified random sampling technique where sampling of 15% of the population will be used. So that each class is obtained the number of sampling as follows:

Table 2. Number of Samples from the Population

No	Class	Number of students	Sampling 15%
1	Kelas A	36	5
2	Kelas B	35	5
3	Kelas C	35	5
4	Kelas D	38	6
5	Kelas E	35	5
Total		179	26

Data is collected through documentation methods, tests (questionnaires) and observations. The documentation method is used to obtain student data in the form of a list of student names and the number of students. While the method used is the observation method in obtaining data on student character formation.

In this study using data validity testing and data reliability methods in looking at the role of professional lecturers on the formation of the character of the 2016/2017 PJKR Study Program students in improving the quality of learning through the initial test and final test.

Results and Discussion

1. *Analysis Hypothesis I*

From the descriptive statistics table in the first hypothesis, the mean of professional instructors is 40.43 with a standard deviation of 1.595. From the student characteristic variables obtained mean 40.84 with a standard deviation of 1.706 where the number of samples is 156. From the summary model table, the R value is 0.654. The magnitude of the R value can be seen that the correlation between variables is strong. From the R value obtained the coefficient of determination 0.428. In the sense that professional teachers can influence student characteristics by 42.8% while 57.2% is influenced by other variables.

From the ANOVA table it is explained that the F value is 115,061 where the significance level or probability is 0,000. When compared with the alpha value then $0,000 < 0,05$ so that the conclusion is drawn that the regression value can be used to predict student characteristics. There is a significant influence from professional instructors on the characteristics of the third semester students of the Physical Education and Recreation Education Program in Medan State University. In the coefficients table in column B there are constanta (a) 12,562 professional teaching scores (b) 0,699. So that the regression equation can be made as follows: $Y = 12,562 + 0,699 (X)$.

2. *Analysis Hypothesis II*

From the descriptive statistics table in the first hypothesis, the mean of professional instructors is 40.43 with a standard deviation of 1.595. From the learning quality variables obtained mean 61.58 with a standard deviation of 2.063 where the number of samples is 156. From the summary model table obtained an R value of 0.457. The magnitude of the R value can be seen that the correlation between variables is strong. From the R value obtained the coefficient of determination 0.209. In the sense that professional instructors can influence the quality of learning by 20.9% while 79.1% is influenced by other variables.

From the ANOVA table it is explained that the calculated F value is 40.575 where the significance level or probability is 0,000. When compared with the alpha value, it is $0,000 < 0,05$ so that the regression value can be used to predict the quality of learning. So that it can be concluded that there is a significant influence from professional instructors on the quality of learning in third semester students of Physical Education and Recreation Education Study Program, Medan State University. In the coefficients table in column B there are constanta (a) 37,695 professional teaching scores (b) 0,591. So that the regression equation can be made as follows: $Y = 37,697 + 0,591 (X)$.

3. *Analysis Hypotesis III*

Statistic analysis using SPSS (product and service solution statistics) with the quality of learning as the dependent variable while the professional teacher and student characteristics as independent variables. The results of data analysis are as follows:

From the descriptive statistics table the mean of the quality of learning is 61.58 where the standard deviation is 2.063 with the number of samples is 156. From the professional teaching variables the mean is 40.43 with a standard deviation of 1.595. From the student characteristic variables obtained mean 40.84 with a standard deviation of 1.706 where the number of samples is 156. From the summary model table obtained and value of 0.496. The magnitude of the R value can be seen that the correlation between variables is strong. From the R value obtained the coefficient of determination is 0.246. In the sense that professional teachers and student characteristics can influence the quality of learning by 24.6% while 75.4% is influenced by other variables.

From the ANOVA table it is explained that the calculated F value is 24.93 with a significance level or probability of 0,000. When compared with the alpha value, it is $0,000 < 0,05$, so it can be concluded that the regression value can be used to predict the quality of learning. So that it can be concluded that there is a significant influence from professional instructors and student characteristics on the quality of learning in the third semester students of the Physical Education and Recreation Education Program

of Medan State University. In the coefficients table in column B there are constant (a) 33.82, professional teaching scores (b1) 0.375 and student characteristics (b2) are 0.309. So that the regression equation can be made as follows: $Y = 33.82 + 0.375 (X_1) + 0.309 (X_2)$.

The discussion of the results of the study explains in stages how research concludes the results of the research conducted. The discussion of the results of research from the research that has been done is:

1. There is a significant role of professional teaching staff (lecturers) in forming the character of the PJKR Study Program students.

From the results of statistical analysis with regression tests that have been carried out it can be concluded that there is a significant influence from professional instructors on the characteristics of third semester students in the Physical Education and Recreation Education Program of Medan State University.

Knowledge of a person's character can be known, it can also be known how the individual will behave for certain conditions. Character is defined as an action that occurs without any more thought because it is embedded in the mind, and in other words, both can be called habits. Students are the development of children to adults where the average age of the student itself is 17-21 years.

There are things that need to be considered in the formation of student characteristics, namely the process, it takes time and thought to improve the character of students. The process of forming student character through Soft skills is a person's skill in dealing with other people and himself. Therefore, increasing the competency of graduates based on soft skills is needed. If this is achieved, the needs of college graduates in the high productivity-oriented world of work will be fulfilled. Besides that, improving national character through professionalism in all fields can be fulfilled.

Lecturer readiness in improving quality and facing competition in the free market. This can be achieved by applying soft skills to lectures. Factors that influence the formation of student attitudes / character, the attitude of a human being whether good or bad certainly has a causal factor. To be able to form a better attitude, of course we need to know what factors influence the attitude of a human being. These factors are: personal experience, the influence of other people who are considered important, the influence of culture, mass media, educational institutions, and emotional factors.

In addition there are nine pillars of character that come from universal noble values, namely: the character of love of God and all of his creations, independence and responsibility, honesty/trustworthiness, diplomatic, respectful and polite, generous, like helping and mutual cooperation/cooperation, confidence and hard worker, leadership and justice, good and humble, tolerance, peace and unity. Of the nine character pillars above, the university also conducted six pillars of character education carried out for Unimed students, namely as follows, (1) Trustworthiness (2) Respect (Respect), (3) Responsibility, (4) Fairness, (5) Caring (Caring), (6) Citizenship (Citizenship). This means that students must form good characteristics so they will be able to put themselves in the right place in every problem in their lives.

In campus as a center of learning becomes an important goal to build student character because this nation has realized that character is the foundation for building a dignified country. The lecturer is one of the things that can affect student characterization by 42.8%. The results of these studies indicate the role of lecturers is very large in shaping the character of students in the university environment.

Lecturers are professional educators who have the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in the formal education pathway in universities. Professional is a job or activity carried out by someone and becomes a source of income for life that requires expertise, expertise, or skills that meet certain quality standards or norms and requires professional education. An educator must have academic qualifications and competence of educators as learning agents. The teaching profession competence includes: (1) Pedagogic Competence:

Pedagogic competency is "the ability to manage students' learning". Depdiknas (2005) calls this competency "learning management competency. This competency can be seen from the ability to plan teaching and learning programs, the ability to carry out interactions or manage the teaching and learning process, and the ability to make judgments. (2) Personality Competence: Teachers and lecturers as educators whose main task is teaching. Teachers and lecturers have personality characteristics that greatly influence the success of human resource development. A strong personality from the figure of a teacher and lecturer will be able to set a good example for students and the community, so that teachers and lecturers will appear as a figure who is worthy of being "obeyed" (adhered to advice / speech / orders) and "imitated" (in the example attitude and behavior). In the Law of Teachers and lecturers it was stated that personality competence is "a strong personality ability, noble, wise, and authoritative and an example of students". (3) Professional Competence: According to Law No. 14 of 2005 concerning Teachers and lecturers, professional competence is "the ability to master subject matter widely and deeply". Semiawan said (1998) argued that professional competence is a variety of abilities needed to be able to realize themselves as teachers and lecturers and professional lecturers. Professional competencies include expertise or expertise in their fields, namely mastery of material that must be taught along with its methods, a sense of responsibility for their duties and a sense of togetherness with fellow teachers and lecturers and other lecturers. (4) Social Competence: Effective teachers and lecturers are teachers and lecturers who are able to bring their students to successfully achieve the teaching goals. Teaching in front of the class is an embodiment of interaction in the communication process.

2. There is a significant role of professional teaching staff (lecturers) in improving the quality of learning in the Study Program *PJKR*.

From the results of statistical analysis with regression tests that have been done, it can be concluded that there is a significant influence from professional instructors on the quality of learning in the third semester of the Physical Education and Recreation Education Program of Medan State University.

In the context of education the definition of quality, in this case refers to the process of education and educational outcomes. In a quality "education process" various inputs are involved, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher's ability), facilities, administrative support and facilities and other resources as well as creating a conducive atmosphere. In terms of lecturers, quality can be seen from how optimally the lecturers are able to facilitate the learning process of their students. That every lecturer or teaching staff has responsibility for the level of success of students in learning and the success of teaching lecturers.

Meanwhile from the point of view of curriculum and learning materials quality can be seen from how relevant the curriculum and learning materials are able to provide various stimuli and learning facilities in a diversified manner (with diversification, application of several ways, differences). From the aspect of the learning climate, quality can be seen from how much the learning atmosphere supports the creation of learning activities that are interesting, challenging, fun and meaningful for the formation of educational professionalism.

In terms of media learning quality can be seen from how effective learning media is used by lecturers to increase the intensity of student learning. From the point of view of quality learning facilities can be seen from how contributive (contributing) physical facilities to the creation of a safe and comfortable learning situation. While from the material aspect, quality can be seen from its compatibility with the goals and competencies that must be mastered by students. There fore the quality of learning operationally can be interpreted as the intensity of systemic and synergic linkages between teachers, students, curriculum and practical teaching materials and theories, media, facilities, and learning systems in producing optimal learning processes and outcomes.

In Chapter 1 Article 1 of the Law on Teachers and Lecturers Number 14 of 2005, lecturers are professional educators who have the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students on formal education pathways in universities. Professional is a job

or activity carried out by someone and becomes a source of income for life that requires expertise, skill, or skills that meet certain quality standards or norms and requires professional education, Djam Satori (2003).

3. There is a significant role of professional teaching staff (Lecturers) and the formation of student character in improving the quality of learning in the CHD Study Program Academic Year 2016/2017.

From the results of statistical analysis with regression tests that have been carried out it can be concluded that there is a significant effect of professional instructors and student characteristics on improving the quality of learning in the third semester of the Physical Education and Recreation Education Program of Medan State University.

Improving the quality of learning refers to the educational process and educational outcomes. In the process of quality education various inputs are involved, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher's ability), facilities, administrative support and facilities and other resources as well as creating a conducive atmosphere. In terms of lecturers, quality can be seen from how optimally the lecturers are able to facilitate the learning process of their students. In terms of students, the quality of learning outcomes can be seen as learning outcomes, student activeness in terms of practice and theory.

In addition, the formation of student character in improving the quality of learning as an educator in the most important future is to build a spirit of independence in students. So that in the future students after graduating from college are able to actualize themselves in order to create quality and competitive education.

In realizing the character of students in improving the quality of learning, it requires many factors, and one of the important factors is the role of professional teaching staff (Lecturers) PJKR FIK-Unimed, because it is very decisive in the quality of learning. There fore efforts are needed to develop the teaching profession to be more qualified so that they can play a more productive role in efforts to improve the quality of education. Starting from further studies the level of education that adjusts competency, training and workshops in an effort to improve the competence of lecturers adapts to their fields of expertise, follows National and International seminars, even becomes a resource for scientific activities, conducts research related to competencies and fields of expertise, etc. So that the role of professional teaching staff (Lecturers) PJKR FIK-Unimed is very supportive for the formation of student character in improving the quality of learning in the PJKR Study Program in the future.

Conclusions

The study used an experimental method that involved independent variables, namely professional instructors and student characteristics, while as the dependent variable was the improvement of the quality of learning.

Based on the data obtained, the results of testing the hypothesis and discussing the results of the study can be concluded that:

1. There is a significant role of professional teaching staff (lecturers) in forming the character of the PJKR Study Program students.
2. There is a significant role of professional teaching staff (lecturers) in improving the quality of learning in the PJKR Study Program.

There is a significant role from professional lecturers (Lecturers) and the formation of student character in improving the quality of learning in the PJKR Study Program 2016/2017 Academic Year.

Acknowledgments

The researcher thanked the leadership of Medan State University through the Medan State University research institution, which had funded the title of this research, so that this research could be completed properly.

References

- Djam'an Satori dkk. (2003). *Profesi Keguruan 1*. Jakarta: Universitas Terbuka.
- Furqon, Hidayatullah. (2010). *Pendidikan Karakter: Membangun Peradaban Bangsa*. Surakarta: Yuma pustaka.
- Hidayatullah, Furqon. (2010). *Pendidikan Karakter: Membangun Peradaban Bangsa*. Surakarta: UNS Press & Yuma Pustaka.
- Semiawan, C.R. (1998). *Pendidikan Tinggi Peningkatan Kemampuan Manusia Sepanjang Hayat Seoptimal Mungkin*. Jakarta: Depdikbud.
- Republik Indonesia, 2005. *Undang-Undang Guru dan Dosen No.14*. Jakarta: Depdiknas.