

The Role of Cultural Universities in Student Character Development

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Abstract: Many universities are less well-preserved cultural life, whereas cultural universities can promote student's ability to live with others. This meta-synthesis research aims to interpret the role of cultural universities in promoting students' ability to live with others. The results of this meta-analysis finds the meaning that cultural universities can internalize the ethical values that students need to be able to live with others.

Keywords: the role of culture, character

I. INTRODUCTION

Observations made by the research team found the fact that there are some universities that cultural life is less well maintained. The Evidence of lack of less well maintained of cultural universities among others' less visible idea system that demands a high quality of student and lecturer performance. Habits of good behavior such as mutual respect and teamwork are also less visible. Inside the university there is a place of worship for a particular religion but very few students who perform worship at times of worship are held. Under such conditions, there is less effort to familiarize students with worship according to their religion by the university. The high demand of work sought in university life is also less perceived. Often encountered plagiarism works both students and lecturers. Monitoring of the test conducted by the plagiarism team also shows the presence of high levels of plagiarism. This is the evidence if still encountered a cultural universities that has not been well maintained.

Interviews with some students at certain university in Malang for example, many students who are less honest when doing tasks and performing exams, plagiarism works are still often encountered by students. Many students admit that when they have to complete group assignments there are members of the group who just name and do not work in groups. Admittedly also many students who when doing less tasks done independently. Many students who want to win themselves cannot listen to the opinions of others. There is even recognition from students who call them a crisis of honesty. Behavior that is less polite, less appreciative of lecturers is also found in everyday life on university. This is often encountered when lecturers teach, many of the students who chat and play their gadget. How to communicate via SMS-WA is sometimes done in ways that are not polite. Even when posting self-profile students in WA often displays unfit self-portraits as well as less decent dressing.

Some teachers and principals also stated that when students implement PPL in schools many of

them are less concerned with problems that occur in schools that need immediate treatment. Many of them are late to school when PPL is at a particular school. It was also found that some students who lack the mastery of teaching materials when teaching practice and lack of confidence and less able to communicate well with learners. Less enthusiastic in exploring new knowledge. Even many students who like to play gadget when in front of learners. The bad character of the student is of course casuistic and few in number when compared with the number of lecturers with good character that is much more. Nevertheless, some facts about the bad picture of the student character indicate the need for student character building that is done through the cultural universities.

Bad lecturer characters are also still found. According to the statement of some students there are still lecturers who are less mastering the lecture materials, entering the class at will, indifferent to the students who should be more attention, there are even students who claim there are only female lecturers who like to showoff, favoritism, and likes to instruct, and less keep the promise, even some of the origin in assessing students who often do not follow the lecture, but still get a passing grade. The bad character of the lecturer above is of course casuistic and far better character lecturers. However, this evidence shows the need for lecturers' character also needs to be improved. Among the ways that can be done is through the development of cultural universities that can improve the character of lecturers.

Evidence of less cultural university is not only happening between its residents only. But also to the physical environment of the university. If people see will look natural environment around the university is overgrown with plants and less well maintained.. Extensive university's grounds are poorly maintained. The grass was looming irregularly. Many types of plants that grow wildly without arrangement based on plant clumps so its look like grow wild. The old branches and branches of the trees were allowed to dry and hang over the cars parked on the university so as to raise the insecurity of the owners. Watery, muddy,

and dirty places are allowed to become mosquito breeds that are very threatening to health.

In terms of university physical maintenance, often found toilet that let out a less savory aroma. Mossy water and dirt deposits at the bottom of the bath are less regularly cleaned. Even often found mosquito larvae in the bath that swam with joy because the habitat is not disturbed. Many students scribble in the toilet to trigger the student's next naughty attitude to respond by adding graffiti. There is almost no difference between educational institute toilets and poorly maintained public toilets. Desk lectures often look doodled. The dust that stuck to the glass and walled is clearly visible because it is rarely cleaned.

Environmental hygiene is often neglected. On the sidelines of the chair where the student lecture is often found a former pack of candy or tissue tucked in place. The cleanliness of the classroom and the room depends on the cleaning staff that cleans the room once a day. Whereas in the span of a day is very potential there is a lot of waste that can contaminate the class. Many classes are not provided by trash cans and there are often displays of student work that after being traced the students' works have been on display for a long time so that the displays become inanimate objects that are no different from the garbage.

In terms of structuring social life is often also a lot of universities are less attention to the importance of organizing this social life. Social interaction between students and lecturers, among fellow students, between fellow lecturers, with administrative personnel are also often less cared for. Social life goes so naturally that it is less different from life outside of education. Structuring the social life of students, lecturers, and administrative personnel needs to be designed so as to be conducive to the birth of good character that is very necessary for students to be able to live with other people who diverse in the midst of society.

In Cultural Theory (for example: organizational culture, school culture, a particular culture) has a great role in the development of character, including the character of the willingness to live with others (ability to life together). School culture is a school life system built on the foundations of noble values embodied in the way of thinking, the habits of acting and working in a school community. Ditjen PMPTK defines school culture as a system of values and belief systems and norms that are shared and implemented with full awareness as a natural behavior and shaped by the environment by creating a common understanding for all school members. School culture (Direktorat Pembinaan SD, 2012) is believed to affect the character of students. The school atmosphere is a school aspect that is believed to have the most influence on the character of the students. As well as what happened with university's culture. University's culture is a real form of university's life practice (students, lecturers, administrative staff, canteen managers, janitors and security officers). They live together in a community, interact and mingle. A cultural university is a real life situation in a particular

university that is believed to be very decisive character of its citizens. In the cultural universities situation there is a structuring of physical and social situation that affects psychologically on students, lecturers, administrative staff, and other citizens. The existence of physical and social phenomena that they can observe every day, is believed to present a phenomenon that lived and from that appreciation will determine the behavior of university residents. Thus, the university's culture is seen as an important role in determining the development of the character of students, lecturers, administrators, and other residents who are on university

For that development of cultural universities is very important to do in a university to build a university's daily life that is able to nourish the growth of life values. Culture according to Kuntjaraningrat (2000) as the power that is creativity, intention, and taste [8]. Culture is the result of creativity, intention, and taste. Culture means the whole system of ideas, actions and human works that are made human self by learning in the context of community life. Geetz states culture is a system that embodies the symbolically-derived concept that is by communicating, preserving, and also developing knowledge and attitude (Abdullah, 2006). A cultural university describes the system of ideas (ideality), attitudes, and the work of the community of a university.

II. METHODS

This research is a meta-analysis study on the role of culture in character building. The analysis was conducted on the results of previous research on the role of culture in character formation. Many studies of the influence of culture in the formation of character, but still fragmentary and sometimes the results contradict one another. This research tries to integrate the findings of previous research which is titled culture role in character development. The results of previous research as an analysis material in this study were obtained through internet searches on studies of cultural roles (school culture, cultural universities, and organizational culture) in building the character of the community in which the culture was developed.

The above analysis (meta-analysis) was performed using a qualitative-type content analysis approach. Researchers try to find scientific truth objectively-verification that serves as the development of theory. The theory constructed from this meta-analysis study yields theoretical propositions that relate cultural phenomena to characteristic phenomena constructed through culture.

III. RESULTS

The study analyzes a number of studies whose results are presented as follows: Ercan Arvil (2017) found that children begin to learn social values ranging from their parents, society, social institutions, education, and religion [5]. Within social, community, educational, and religious institutions there are standards of good or bad, right and wrong, good or false behavior or character. The standard of conduct will be the guidance of a person to make moral

behavior choices (ethical standards), either choosing to behave well or badly. Various standards of behavior in these institutions can be a source of learning in the process of ethical values education.

Lau (2010) states that the purpose of ethical education is to increase students' ethical awareness of ethical issues [1]. That is to understanding of the larger issues of ethical issues, placing ethical issues in the broader and clearer context of the alternatives chosen, and to know positive and negative consequences experienced by the person concerned. Ethical education also aims to develop ethical skills and arguments. Ercan Arvil (2017) states that the role of education is to increase the knowledge and skills that represent "learning to know" and "Learning to do". Education also plays a role to develop one's personality as well as a marker of "Learning to do" [5].

Sunders and Hofman (2010) point out that the main goal of ethical education in the social world is to increase moral judgment, by way of facing ethical conflict and moral sensitivity [1]. Thomson, Callahan, and Nelson (1993) present the purpose of ethical education is to: (1) stimulate moral imagination; (2) identifying ethical issues; (3) develop analytical skills; and (4) fostering a sense of responsibility and carrying out moral obligations.

Bahaa Darwish (2017) opined that the teaching of ethics in the Arab world focuses on general ethics and ethical theories through relatively recent history, business ethics, ethics, or media ethics and in many Arab universities the ethics are not part of the curriculum education [6]. The main purpose of ethical education is to develop sensitivity to ethical issues. Students need to understand that ethics is not a subjective matter. Ethical education is the wheel that enables students to understand and help direct their beliefs into action. Besides believes that ethical learning is objective, students need to understand the relationship between ethics and law. Bahaa Darwis (1917) also stated that there is no applied ethics lesson to be taught in university. He cannot mention someone specifically who inspires him to teach ethics. He feels his ethical learning is more gained by reading from something else that is taught directly [6].

Based on the description in the above paragraphs it can be synthesized that in every social institution (e.g. family, educational institution, religious institution such as church, mosque, etc.) there are people who interact with each other. People in these institutions can learn from each other and learn how to act and behave among people in various communities. In various institutions it awakes a life order that needs to be respected together to achieve the order of life in it. For that, people living in these institutions need to make certain moral behavior choices, because there are ethical values that need to be upheld to achieve the order of life.

Within various social institutions there are certain systems of plans (ideas and values) that are upheld, there are living habits that are built together and conserved consistently, there are human activities in the activity and work, and there are product of their

work. The system of ideas, adepts that illustrate their habits of life, the activities of life and the work that is known as culture. From the way of life in a culture is built a civilization. The thing that a person values in a culture and civilization is manifested in actions called character. The character is Value in action (Lickona, 1991). A person's character can be built through a culture. Culture therefore has a very important role in character building. Character development can be done in various social institutions, including higher education institutions [9].

In the life of social institutions including educational institutions (e.g. universities) many people have different characteristics from each other. These differences include heredity, ethnicity, class, regional origin, and personality traits. In that social life among the different people that they interact, communicate, collaborate, and synergize in real. The habit of living together in these differences creates diversity in a culture and civilization with others. University that less well maintained culture, it is possible the growth of bad character also for the university's residents who are diverse. For that, the college culture of a university needs to be built in order to become a vehicle of mutual learning to achieve readiness to live with others.

IV. DISCUSSION

Ercan Arvil (2017) found that children begin to learn social values starting from social-family, educational, and a religious institution is a real truth. These institutions can be a vehicle of education for the people in it to learn. The knowledge, attitudes, and life skills of members of this institution can be developed in a conducive cultural life situation that can create good character [5]. In a university education institution for example there are students, lecturers, administrative personnel, and others. They can learn from each other through a culture built by the institution. Education is basically a conscious effort built on purpose to get people knowledgeable, behaved, and skilled in order that they can face life's challenges in order to survive, live, influence life in their world. Because education can be built through cultures, the culture necessary for education also needs to be deliberately created for educational a purpose that is to make good characters and characters expected to be ready to live with other heterogeneous people.

When a university wants to build a culture for example from its cultural elements, universities need to build a system of ideas (ideas, values) as a moving platform with a very high value. The habits of life should be created through the means of communicating among members of a community of mutual respect, openness, honesty, tolerance, good manner in communicating through written, spoken, gesture and body language needs to be created in routine activities, spontaneous, and programmed.

Life activities in the work need to be directed to the demands of quality work. When quality of work becomes a purpose to be achieved then the various activities of students in the work will be done in ways

that excellence also in the framework of producing the excellence works. Lecturers must work in ways of excellence as well. Administrative staff will provide administrative services on an excellence based. Cultures that emphasize excellence will color the arrangement of physical situations such as spatial arrangement, building, furniture, and accessories as a good learning tool and conducive to produce good character of students.

Social interactions between people within cultural universities need to be well built. Universities need to have: rules and codes of conduct for students, lecturers, officials, administrative personnel, canteen managers, and others that support excellent achievements. With the Code of Conduct and the Code of Ethic, it is expected that relations between people can occur well, able to create good ethical behavior, which can support a superior culture.

Students who are currently pursuing lectures will live in a more informative, global, and uncertain world of futures. Therefore, to be able to face in life in and live the world of uncertain future it takes certain characters so that they are able to lead their future life well. Then the character values would need to be selected and developed within a system of university education.

It should be considered by the university as the center of excellence to prepare human beings with superior character. Referring to these considerations then the superior achievement must be believed as a reference that can trigger and spur everyone to face the diverse global challenges [7]. The best place to set up change agents is university. University becomes a forum for the formation of attitudes, behavior, character, and leadership of young people to be ready to live in that uncertain world. For that we need to determine the main values that need to be put to build attitude and character to be ready to live with others.

Fatkurrakhman (1914) recommended the need to focus on academic values by prioritizing honesty, nationalism cultivation, caring, tolerance, respect, democracy, and law enforcement. Attitudes and characters that enable a person to face the challenges of life in the future, survive in life, and live an uncertain life are critical, creative, innovative, productive and able to sell his superior product in the life of the world changed.

The ability to sell creative products that excellence is generated by the university education system drives its educational practices by inculcating the values of life. Students are accustomed to life-based learning. They are facilitated in their learning by using learning resources that change following the changing world so that they can learn easily in changing situations. Therefore, the construction of cultural strengthening of university based character should be done in every higher education. There is a good analogy in Al Quran Al A'raf (58): *walbaladu al-thoyyibu yakhruju nabaatuhu biidzni robbihi, wa alladziina khobutsa la yakhruju illa nakida*. And the land (land) that fertile the plants will flourish with the permission of God. Whereas a arid country (broken) will not produce crops unless it grows miserable.

Building a cultural universities means creating an atmosphere of university's life conducive to fostering good character-especially characters willing to live with others in a global-and heterogeneous situation.

Many previous reset results state that culture: schools, organizations, or other educational units show that the culture within a community plays an important role in determining the character of the people living in society. With Branding "Honest School" placed by SDN Kranggan I Mojokerto (Akbar, 2015) for example, has been able to direct the change of character Principals, teachers, learners, and parents become more open, responsible, and honest. Similarly, the declaration of branding "clean culture" by SDN Ngunut 6 Tulung Agung, and SDN Sedati Gede Sidoarjo able to make all residents of the school become more concerned about the environment and care about the cleanliness of the school environment [4].

The SMUTLIS (Ten Minutes Care about School Environment) culture that driven by DIY Education Office has been able to mobilize the Principals, Teachers, and Students in various schools to care for the school environment. Educational Policy Research Results: reinforcement Character Education at Elementary School conducted at SD Muhammadiyah I Kota Sapen, and SDN Cokrokusuman Yogyakarta (Akbar, 2017) addressed SMUTLIS culture-Ten Minutes Care for School Environment able to mobilize Principals, Teachers and Learners the three schools care about the school environment [3]. Ten minutes before class they seemed to work cleaning the yard, cleaning glass in the class windows, sweeping the yard, weeding the grass in the pots, cultivating and watering the plants.

Cultural development of university is actually an effort to create a conducive educational situation to develop the character of the university's residents. The result of Dissertation (Akbar, 2000) stated that the condition of education at Pesantren Daaruttauhid of Bandung became the vector of acceleration of entrepreneurship growth.^[2] Habituation in the process of learning by experience directly-by plunging directly in the business world, the *santri* (student) become feel oppressed by feeling the need to try and try again both in trial and error. With direct challenges in real situations in business life, they feel proud, confident, constantly seeking and facing new challenges and learning from failure. The direction of acceleration of the internalization of entrepreneurial values from the dimensions of the educational situations is described as follows: through the conducive situation of entrepreneurial culture, the students are reminded by the situation, carried by the current situation, there is active adaptation, feelings of invite, the process of appreciation and habituation, they become accustomed , grows a high level of awareness so that the habit is carried on another situation and becomes the mindset, attitude, and entrepreneurial behavior.

Based on the above discussion can be interpreted that culture of a social institution -for example, educational units such as schools, *pesantren*, and universities play a very important role in

determining the character of its citizens. In particular the cultural universities of a university greatly determines the conduciveness of the internalization of student character values. Strengthening Student Character can be done based on cultural universities. University needs to reconstruct its cultural universities so that it is meaningful for character education for the big people-especially for students who are studying in university.

V. CONCLUSION

Life in a social institution of a university or university greatly determines the character of its great residents, including students. University's life of a university that is left less well maintained can impact on bad characters for students, lecturers, and other residents. A conducive cultural universities life needs to be built as a vehicle for character education. Large residents of a university are usually very diverse, many people who differ both ways of thinking and living in one university. For that living habits for mutual respect, tolerance, communicating the polite, habituate collaborate and synergize is very important in building the character of learning to readiness to be able to live with others (Learning to life together).

Universities need to determine what core values of life are the core values in character education for the citizens, and then formulated in branding university. Superior universities branding should be an option, so that all life activities in university can be directed to become a superior university with a good plan and achieved through the best ways. University becomes a vehicle for the planting of good character, a character that enables one to face, live in, and live an uncertainly changing world. Cultural universities can internalize ethical values (rewarding the importance of making moral behavior choices) that students need to be able to live with others.

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