

# The Role of Lecturer Disciplines in Student Character Building

**Lenita Puspitasari**

Department of Early Childhood  
State University of Malang, Indonesia  
lenita.puspitasari@gmail.com

**Sa'dun Akbar**

Department of Early Childhood  
State University of Malang, Indonesia  
sadun.akbar.fip@um.ac.id

**Eny Nur Aisyah**

Department of Early Childhood  
State University of Malang, Indonesia  
eny.nur.fip@um.ac.id

**Abstract:** Educational character (PPK) in college aims to make the character education practice in college strong and good. Strong character education and good that can make good character. Lecturers as character educators should be perceived positively by the students as disciplined lecturers-because good character is the embodiment of compliance with the various rules that apply. Discipline of lecturers is very important in the development of student character.

**Keywords:** discipline lecturer, character building

## I. INTRODUCTION

The results of preliminary studies conducted through interviews to students and lecturers and observations in certain universities of Malang, indicate that there are only lecturers who perceived less disciplined students. For example, lecturers are late to class, are less orderly working on the administration demanded by the institutions they work for-for example in the preparation of the Semester Lecture Plan; and late upload value.

Another problem is the compliance of scientific work according to the code of ethics of science - issues of openness, honesty, and others. Another problem of morality that sometimes arises among lecturers is that there are those who like to underestimate the work of others when they lack the work. There is also a lecturer who does not appreciate the work of colleagues and even lower it.

An unfortunate situation occurred in a college. This situation is certainly not conducive to character education. Lecturer is character educator in college. Character education aims to make good character. Good character is a statement to live righteously in a person's relationship with: his God, his fellow human beings, his environment, his nation and his country, and with himself.

A person's good character also manifests his / her adherence to the applicable laws, or the actualization of the discipline of the rules. For that, the presence of lecturers should be perceived positively by the students as a disciplinary lecturer-cause, positive perception is believed to determine the good character of a person. This article will discuss the role of lecturers discipline in building student character.

## II. METHODS

This writing process begins with a preliminary study conducted through interviews with students focusing on the lousy character of the lecturer-related to his discipline in complying with the various rules that are still occurring in the daily life of the university. This paper is also based on the facts of observation in daily association with lecturers and

students. Besides, it is also based on the students' complaints about their experiences of interacting in lectures, thesis guidance, and others through their outpouring of heart.

The result of interview, observation, and the student's liver were then written narratively-through qualitative approach, presented by descriptive and interpretative descriptions. In the process of discussion, the author tries to contemplate to find problem solving (initiating) lecturers discipline improvement conceptually to strengthen student character. The writing ends with the conclusions and suggestions for the strengthening of lecturers' character.

## III. RESULTS

This preliminary study result is based on the assumption that the bad character that is still present in the lecturer at a particular university is due to the lack of a lecturer in the various regulations that should be upheld in the college. The lack of adherence revolves around the lack of adherence of teachers to the rules of religion, morals and law. The lack of adherence to the rules of Religion, for example, appears in a college campus whose majority of its lecturers are Moslems, for example, when the prayers of the *Dhuhr* and *Ashar* prayers are called, there are very few lecturers who immediately rush to the mosque for congregational prayers.

The construction of a mosque in the middle of the campus among its purposes is to increase the campus community to be good character according to religious teachings. In fact, very few (estimated no more than 15%) lecturers rushed to the mosque when an *adhan* was heard. Apparently, men who worship in the mosque are much less than men who when in the mosque are held praying in congregation, they are smoking and eating in a canteen that happened to be in front of the mosque-even among them, there is also some lecturers there.

There are occasions among lecturers who speak out loud and seem less polite, measuring the ability of other lecturers-illustrating the lack of mutual respect

among fellow lecturers. The lack of manners in communicating between parents and young people is still often achieved at a college producing educator in this country.

From the lecturer's obedience to moral rules, there are still lecturers who do not provide optimal service to their students. Based on student complaints there are lecturers who are rather difficult to contact for academic consultation. They are hard to contact at the office -because they rarely sit in the office, and when on the phone there is also a lack of good response. Often there are also some lecturers who like to hold the writing of students who are being consulted in a relatively long time.

Also heard lecturers speak with students with high tone and sometimes even shouting so many students who feel frightened. Often heard also in lecturers' meetings, for example, there is a conversation that intercepts the conversation of others, even yelled at its own colleagues. Deliberative decision-making processes are seldom conspicuous, preferring voting decisions.

There were also observations among lecturers who were not always based on academic reasons but were more politically-materialistic. Also felt among the group groups was mutual jealousy among them. This situation makes the relationships among lecturers in a campus community less happening in harmony. The good prejudice of fellow colleagues has not been awakened properly. As a result, there is a lack of willingness to cooperate with anyone. In terms of adherence to academic ethics, there are also found lecturers who commit violations in scientific work-for example plagiarizing the work of others with plagiarism rates exceeding 20%.

The research proposed by certain lecturers are similar to the students' thesis research. Once someone decides to become a lecturer or destined to be a lecturer then writing should be regarded as a liability. This issue means that there is a connection with the violation of professional profession of lecturers.

Some of the bad lecturer characters described above may be interpreted as a result of their lack of adherence to the various rules applicable. The reality is certainly an obstacle when universities require strengthening character education. It is believed that the discipline of lecturers in various regulations greatly determines the character of the students. For that, when college wants the strengthening of the character, the lecturer needs to be improved.

In the campus which among the lecturers characterized badly above, based on the author's observation, there is no Rules or Code of Conduct which binds those who are displayed in strategic places on the campus. The results of interviews with several lecturers on campus are rarely (even never said). Reflections on the character of lecturers and administrative personnel are also less visible at the university.

There is also a lack of preparation of the Code of Conduct and Code of Conduct of Lecturers drawn together by lecturers at the local universities. It is possible that the character of the lecturer is bad

because it is possible that in the relevant college there is a Code of Conduct and various Rules for lecturers-but the code of ethics and rules is poorly disseminated, understood and enforced. As a result, there is still a bad lecturer character that should not happen in an institution that produces educators.

#### IV. DISCUSSION

Discipline is always associated with compliance with rules. The disciplined lecturer is a lecturer who adheres to the various rules that bind him as a person, educator, social worker, and a professional. The discipline of lecturers is based on their obedience to the applicable Code of Conduct of universities, their obedience to the lecturer's ethical code, and the internalization of religious and moral values prevailing in society.

Mackechnie (2014) says that social situations within the college or campus environment occur when inter-campus residents meet each other to create the quality of their discipline. One important feature of the discipline is that it occurs flexibly [8]. Discipline is often associated with the principles of rules that are deliberately held to control the behavior of all campus residents, especially the discipline of a student is strongly influenced by the role of a lecturer.

When the lecturer was late to class, dressed less well, smoked in front of the classroom, he probably broke school rules because at school there was an order that prohibited lecturers coming late, dressed unkempt, and not smoking. When lecturers snap at students, apply harshly to them, not correct and return students' jobs, and let students cheat, meaning the lecturer is malpractice (wrong practice) education, or violate the code of ethics of teachers and lecturers as educators; when lecturers do not want to integrate the characters in classroom learning practice.

For example, lazy to use a variety of learning resources that integrate the characters - it means less discipline because they are less adhering to the code of ethics of teachers and lecturers stating that "Indonesian teachers are willing to run throughout government policy in the field of education. When a Muslim male lecturer heard the call to prayer from the mosque next door and did not immediately go to prayer in congregation in the mosque, so he included the lack of discipline at the beginning of time which is the rule of Islam because of lack of respect (religious values) less appreciate the call of God.

If there is a lecturer who violates: lecturers discipline, behave less according to religious values, moral, social, means violating the lecturer's code as a profession, then they include lecturers who lack discipline. The following is presented in the Indonesian Teachers Code of Ethics, and since the lecturers are also teachers, it is also relevant to this code of conduct for lecturers. This code of ethics needs to be exposed so that teachers and lecturers can weigh whether they have discipline to comply with the code of ethics or not. The code of ethics in question is as follows:

1. The dutiful teacher guides the students in their entirety to form a pioneering developmental human being.
2. Teachers have professional honesty in applying the curriculum according to the needs of their students.
3. Teachers provide information primarily in obtaining information about students but avoid all forms of abuse.
4. The teacher creates an atmosphere of school life and maintains good relationships with the parents of the students for the benefit of the students.
5. Teachers maintain good relationships with communities around the school as well as with the wider community for educational purposes.
6. Teachers individually or jointly strive to improve the quality of the profession.
7. Teacher creates and maintains relationships between fellow teachers as well as in overall relationships.
8. Teachers jointly maintain, foster and improve the quality of professional teacher organizations as a means of dedication.
9. Teachers carry out all the provisions that constitute government policy in the field of education (PB PGRI, 2008) [9].

Professional lecturers should be characterized: Patience, discipline, diligent, fair, open, exemplary, wise, flexible, sensitive, understanding process, self-control, consistent and understanding student's soul. Professional teachers have pedagogical competence, personality competence, and competence of professional competence. Based on the observation of one's discipline, there are two types of discipline. First, the behavioristic or the mechanical discipline. Behavior that is behavioristic is that a person is doing discipline or not discipline because of the influence of the existing outside himself.

They apply discipline because they are: in order, constantly watched, afraid of punishment, wanting to get gifts and praise from others. They are less disciplined because outside supervision is less powerful. This behavioristic discipline is usually done by small children. So if a new lecturer is willing to carry out his duties as well as possible because told by the principal or by his superiors, means that discipline is for fear of supervisor / supervisor / school inspector; or for fear of indiscipline sanctions. The attitude of discipline is like the attitude of little boy. This attitude is certainly inappropriate and inappropriate to be done by Indonesian lecturers.

Second, the humanist discipline. Humanist discipline is self-awareness-based discipline. A person behaves in discipline or undisciplined because based on the consciousness that grows from within them. They apply discipline because: a high sense of responsibility for the work it carries, discipline for running a mandate, and apply discipline sincerely. This humanist discipline is the real discipline. The real attitude of discipline is a discipline that is based on self-awareness. This self-awareness-based discipline is expected to flourish among Indonesian lecturers.

In advance it has been argued that discipline can occur because of an inner factor based on self-awareness, and factors from outside -the influence of the situation or from others. For that, how to discipline a person can also come from within and from outside a person. If we are associated with ourselves as a lecturer then the problem is "how can we become a more disciplined lecturer, and how we can become a lecturer who is able to discipline our students. Similarly, Clark (2014) states that the important thing that lecturers do to foster discipline in students facilitates the needs of students in accordance with the needs, both in terms of stimulating curiosity (intellectual), and emotional and social development, and provide a good example to be a good example for his students.

Encouraging students to involve the campus authorities in it, meaning it must have a binding rule so that students want to implement and obey the rules [2]. Because discipline always starts from obedience to the rules based on values, morals, and norms that apply, then first, understand and meaningfully values, morals, and what norms should be upheld by lecturers. Recall the Teacher and Lecturer's Code of Conduct, the Teachers and Lecturers Code of Conduct, and the professorial demands of the lecturer, namely the academic, professional, and social skills of a lecturer.

Second, build commitment to ourselves to obey the various orders and demands as a good teacher whose behavior should be mimicked and imitated. Third, suppose work as a Teacher and Lecturer is a mandate, an opportunity given by God, is a fortune to be grateful for. Not everyone is given the opportunity to be a teacher and lecturer, take and take advantage of this opportunity as well as possible. Not everyone is given a fortune to be a teacher and a lecturer.

Our true fortune is not only what material we receive from the professions of teachers / lecturers-in the form of salary, remuneration, and others; but our true fortune is what we give to others in the form of scientific work that others read, the material we give away, the knowledge we share with others, and others, for what we give to others which we can enjoy when in the world until the *akherat* one day. In line with this, Reynolds (2006) stated that teachers should have basic competencies, pedagogical competence, personality competence, professional competence and social competence.

As a teacher, the teacher establishes himself a domain in the instillation of discipline-specific behavior that is modeled by his students. As a professional teacher the teacher should have high dedication and responsibility. Teachers are required to be able to influence the process of thinking, have a broad perspective, must also have a competent competence, whether the science of education, methodology, or disciplines that will be taught, and required to be able to provide good examples of the role, in order to generations which can be coveted in the future [11].

If we are lecturers then we have the obligation to discipline our students. Ourselves become an external factor that can affect the discipline of others-the

discipline of our disciples. Teachers and lecturers are indeed leaders. Based on the authors' observations, good educational units-that are capable of making a large educational unit a good character is an educational unit whose principal, teachers, and lecturers apply moral leadership.

Moral leadership is characterized by the only belief with speech, attitude, and deed (Thomas, 1992). If teachers and lecturers can be present in front of their learners by applying moral leadership, then in their eyes he appears as a consistent person. A consistent person will gain trust. When someone is authoritative it will emit an aura of kindness that can make others behave well [12].

The result of Akbar's (2016) study also shows that schools whose good character education practices are led by principals who apply moral leadership [1]. Uslu (2017) also argues the same, that leadership behaviors contribute to the development of student, institutional and community disciplines. Communications on campus have a strong impact on leadership, communication is often used for organizational climate mediation and managerial flexibility regarding educational practices [13].

Character educators in addition need to apply moral leadership also need to be inspiratory, transformer, and democratic. There is a rule related to democratic leadership as follows: a rule will be obeyed by those who are governed if the people governed are involved in the drafting of the rules. Well for that, when a lecturer hopes student's discipline, then the various orders and regulations to control student discipline then the process of arrangement should involve students.

When a department chief wants lecturers in his discipline-prone discipline, the lecturers should be involved in drafting the rules. They are invited to build a joint committee to jointly comply with the various arrangements and regulations that have been compiled and agreed upon it. For example the prophet of Muhammad, in his leadership, tends to apply moral leadership, a leadership characterized by: (1) appreciate and appreciate everyone in his community; (2) avoid mistakes and slander; (3) give a good nickname; (4) his smile from the depths of his heart; (5) dialogue in a gentleman and genuinely; (6) glorify others; (6) loving deeply; and (7) light hands with a touch of affection (Qaiman, 2010) [10].

The concept of moral leadership also corresponds to a very popular slogan in the world of education in Indonesia, namely: *ing ngarso sung tulo*, *ing madyo mangun karso*, and *tut wuri handayani* (Dewantoro, 1933) [3]. Lickona (1992) in their book on character education presents a comprehensive approach to character learning. It presents the elements of character (moral knowing, moral feeling, and moral action) as an important element that needs to be integrated in learning peruses [7].

A teacher and lecturer who apply moral leadership should be an example in front of his students, building the will of his students while in the midst of it, and giving strength when behind his students. Teachers and Lecturers of character

educators should not only be exemplified but worthy of their character. Teachers and lecturers of character educators are wide-eyed, big-eared (listening to the aspirations of their students), small mouths (giving opportunities to speak to their students), and with open arms (giving opportunities, willingness to help and light hands).

In advance it has been stated that good character is essentially a manifestation of obedience to various rules. When a college wants to strengthen Character Education (PPK), it is necessary to formulate various rules (Code of Conduct / Code of Ethics) that can mobilize the good character of all academic community in the college community concerned. Code of Ethics / Code of Conduct for: Lecturers, Administrative Staff, Cleaning Service, Security Guard, Canteen Manager and Seller around the campus, need to be prepared, socialized, then all members of the campus community need to build a joint commitment to implement it, and the rules are treated for obeyed together.

FenwickHuss (1993) argues that the delivery of ideas in terms of oversight is necessary in order to develop many objective ideas for moral behavior resulting in a moral obligation for all college citizens-a binding and collective agreement [4]. The college whose Code of Ethics / Regulations for Academic and Administrative is less clear, less understood by the members of the campus community-due to lack of socialization, moreover there is a lack of commitment to uphold the Code of Ethics and Regulation, the good character of the lesser citizens is less able to develop optimal.

Therefore, in the context of PPK in universities, the reconstruction of various orders (Code of Conduct, Code of Conduct) is very important to do. In order for large campus residents to comply with the Code of Ethics / Code of Conduct, then all elements of the campus community should be involved in compiling the various regulations. There is a rule that a rule will be obeyed by those who are set up if the people governed are involved in the rules that will be applied to them.

Regular character building is also necessary to build good character. A person's character may change at any time. For that, coaching regularly and continuously needs to be done. This periodical coaching has a role to remind and control a person to maintain continuous good character. A change in the bad character of a person depends on the strong internalization of the values of character in a person. Continuous character development is like a charger that will give character well.

Strengthening Character Education, in fact, is strengthened is the practice of education. Education is basically to make a good character. Character education practice is considered weak, so there needs to be Strengthening Character Education (PPK). Thus, in the context of PPK, in fact, what are reinforced are the practice of education-and its learning practices. Integration of character values should be done patently throughout the learning process. In Thematic Integrated it is stated that the character values should

be integrated and attached to the educator who always: keep trust with honesty, active listening, being the best person, and not degrading (Covalik, 1994).

The integration of this model leads to the necessity of integrating character values with the comprehensiveness approach through the learning components and among the learning components is the educator component (teacher) [6]. Strengthening of educational and learning practices is inseparable from the strengthening of the educational component -and its learning. Among the components of education-and learning in college is a component of learner-educator-lecturer. Practice character education in college is good and strong that able to make good character of students.

The presence of lecturers can influence changes in student behavior-because the pattern of thinking, speech, attitude, and behavior can affect the behavior change of students. The discipline of lecturers in complying with the various rules-codes of ethics of teachers / lecturers, academic guidance, discipline for lecturers, attitudes, and behavior will be the center of attention and influence the way students think, speak, behave, and behave. Therefore, the discipline of lecturers in these regulations is very important and fundamental.

When in a college less clearly there is or not a rule, or it could be in a college there are good regulations but the rules are not understood because there is less socialization, then it could be that all academic community who behave as they wish. Lecturers are also teachers-educators whose words, attitudes, and behavioral should and should be in the example by the students. The students will observe the behavior of the lecturer.

The behavior of the lecturer observed by the student is then observed, and from the appreciation of the students that determine the character. If the lecturer's behavior is appreciated and perceived positively by the students then there is a tendency to make the student's behavior become good. Conversely, if the student's observed lecturer behavior is perceived and negatively perceived, then there is a tendency of student behavior to be bad because they imitate the behavior of the lecturer.

Character education has been around since education. Lately, on the one hand, there have been a lot of phenomenon of bad characters emerging in the midst of society, on the other hand children who are undergoing education today will live in the 21st century, a digital, informative, global end-time world , chaotic, and uncertain. To be able to live in an uncertain world it requires a good character that is consistent with the characteristics of the era, the character-based values of life values of the 21st century.

To be able and to live life in the 21st century requires critical, creative, innovative, productive, collaborative, and communicative character. So KDP is the goal of making good characters and preparing the necessary characters to be able to face, live in, and live the 21st century world to come. Freeks (2015) states that character education are currently moving in

the right direction, and which can lead to the development of useful skills, knowledge, and morals. So the challenges of the future toward the 2045 generation of 21st-century gold masters can be answered and faced as they should be [5].

The critical, creative, innovative, productive, collaborative, and communicative character is not only necessary to have the therapy characterized by a lecturer. Religious, nationalist, mutual, integrity and self-reliance values should be the souls that drive the behavior of the lecturers. Therefore, systematic, planned, organized, implemented, and well controlled efforts within a university need to be done.

Such systematic efforts can be made through PPK-based: Classroom, culture, governance and management, and community participation. Lecturer discipline needs to be presented in the learning process - in the classroom, university governance and management, campus culture, and through community learning bases. Lecturer discipline is believed to be very decisive and plays a major role in determining student discipline.

## V. CONCLUSION

Practice is the main target of PPK. Discipline adheres to various rules-codes of ethics and discipline by students to mirror 'good character' in students. Therefore, in the context of PPK in universities it is necessary to reconstruct the Code of Ethics, Code of Conduct, and various Guidelines that can inspire and internalize the discipline of lecturers and other.

The Code of Conduct and Ethics need to be socialized, understood, and built a shared commitment to make it happen. The disciplined, critical-creative-innovative, and productive lecturer is able to make good-character students who are ready to live in an uncertain world.

## REFERENCES

- [1] Akbar, S. 2016. *Best Practise Pendidikan Karakter SD*. Malang: UM Press.
- [2] Clark, M. M. 2014. *Discipline in Schools: A Developmental Approach*. New York: Pergamon.
- [3] Dewantoro, K. 1933. *Pendidikan*. Yogyakarta: Taman Siswa.
- [4] FenwickHuss, H., and Patterson, M. D. 1993. *Ethics in Accounting: Values Education Without Indoctrination*. Netherlands: Kluwer Academic Publishers.
- [5] Freeks, F. 2015. The Influenceof Role Prayers on the Character-Building of South African College Students. *South African Journal of Education*, 35(3).
- [6] Kovalik, S., and Olsen, K. 1994. *ITI: The Model: Integrated Thematic Instruction*. New York: Susan Kovalik & Associated.
- [7] Lickona, T. 1992. *Educating for Character*. New York: Bantam Books.
- [8] Mackechnie, I,W. 2014. *Discipline in Schools: Discipline in an Educational Setting*. New York: Pergamon.
- [9] Pengurus Besar Persatuan Guru Republik Indonesia. 2008. *Kode Etik Guru*. Jakarta: PB PGRI.
- [10] Qaiman, S. I. A. 2010. *Secret of Leadership and Influence (The Highest Levels of Leadership and*

*Strongest Ways of Influence From The Biography of The Greatest Leader Prophet Muhammad*). Kuala Lumpur: IWC.

- [11] Reynolds, M., & Salters, M. 2006. Models of Competence and Teacher Training. *Cambridge Journal of Educational*, 25(3), 349-359.
- [12] Sergiovani, T. 1992. *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Joseey Bass, Inc.
- [13] Uslu, B., and Arslan, H. 2017. Faculty's Academic Intellectual Leadership: The Intermediary Relations with Universities' Organizational Components. *Cambridge Journal of Educational*, 21(4), 399-411.