

The Implementation of Character Education Integration for the Effectiveness of Human Resource Development in the Department of Geography Education, Faculty of Social Sciences UNIMA

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Abstract— *The problem in this study is the weakening of the character of students with the emergence of horizontal conflict, promiscuity, free sex among students, and getting drunk. Even in the teaching and learning process, there were cases of plagiarism on scientific works, manipulation of signatures and grades, and the lack of responsibility for the clean and neat classroom. The purpose of this study was to investigate the implementation of character education, integrated with courses taught by lecturers in the Geography Education Department. The method used was a descriptive character. Descriptive qualitative research methods are as research procedures that produce descriptive data in the form of written and oral words from people and observable behavior. The population is all students in Geography Education Department. The sample, taken from this population was the students of Semester III, and it was employed interviews, observation, and documentation. The results of the study showed that 60% of the students had not been able to implement character knowledge in living with the community. And the implementation of character education in the learning process in college has not been significant with the attitudes and actions they took, both in honesty making assignments and responsibilities in college, even though 80% of lecturers, when teaching gives time to educate students to be a person of character and morality based on the morals of Pancasila.*

Keywords: *character education, human resources.*

I. INTRODUCTION

The reality of development in Indonesia from time to time and even today is tinged with apprehensive cases, which create multidimensional crises such as corruption, violence, gangsterism, harassment, and horizontal conflicts with nuances of SARA. The above reality shows that Indonesia is currently experiencing a moral crisis. According to reference [1], empirical experience thus far illustrates that there has been a shift in values, namely the tendency of absolutization of instrumental values such as wealth, position, rank and or position so that the Marchiavelian justification process occurs, namely justifying the way to achieve the goal.

Besides, there is a tendency to realize the basic values, such as justice, truth, and honesty, which are reduced by personal interests, or groups that are instrumental in nature. Both of these shifting phenomena indicate that individuals, communities, or institutions experience what Hans Kung (1999) in reference [2] calls a loss of basic vision so that selfishness, a culture of violence, a weakening of solidarity, and a sense of justice, a weak culture of tolerance, and a weakening of life sincere and honest.

Many individuals and community groups involved in the cases that created the multidimensional crisis above are graduates of education units in Indonesia. Facing the above reality, we as members of the public question whether the education system in Indonesia has a contribution in these cases? Of course, we all agree that the goals and education system in Indonesia are not intended to produce such graduates, but we all agree that something is missing in Indonesian education that must be addressed. The answer is that Nation Character Education is needed [1].

The above facts are inseparable from the influence of globalization which creates a contextual situation that feels insecure, deep, anxious and confused, where students try to find meaning in life, as a result of the demands of a changing era, the demands of an age that contradict each other, economic pressures, humanitarian systems that are difficult to control, luxury and consumerism in the midst of poverty, and how widespread inequality, oppressive forces, and selfishness, materialistic, and consumerism are spreading everywhere.

Every era has its characteristics and demands. Thus, character building is a basic need in the process of nation and state. The Indonesian people in life as a state and international relations in other countries need citizens who are tough, competitive, noble and moral with Pancasila as the ideology of the Indonesian people. Thus, ideologically, character building is the embodiment of the Pancasila.

Normatively, character building is a tangible manifestation of the achievement of the country's goals as stated in the Preamble to the 1945 Constitution, and in a sociocultural manner, national character building is a must for multicultural Indonesians.

Chapter II Article 3 Concerning the Law on National Education System also states that The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

According to the author, the quality of education expected by the Indonesian people is based on those formulated provisions and other laws and regulations relating to the administration of education. But in reality, most of the school and college graduates did not have the competencies required or mandated by both the constitution and the law, so that not a few graduates who do not have the character or personality, such as immoral/ethical, dishonest, not virtuous, undemocratic, irresponsible, and others.

Government policies in the administration of education are classified as many and dense, in a positive sense, but, unfortunately, hopes remain only hope, in the sense that the objectives of the policy are not achieved or are not well realized. It is caused by our culture that a person who holds a degree or academic qualification is equivalent to his quality. So the policy to Bachelor's civil servants, especially educators, functional staff, officials, bureaucrats, et cetera., according to the author is not quite right. Because of the impact, that policy has encouraged many people to have a Bachelor's diploma without attending the college or fake diploma and a genuine but fake diploma.

In the end, good quality education can be measured by several indicators. One indicator or important point that shows quality education/quality is the morality of students to form a good and superior national morality and not a diploma. Therefore, it can be said that the good and bad of a nation's morality shows the good and bad qualities/quality of existing education. Indonesia has not produced graduates with strong character. Of course, it is recognized that in various places of educational behavior, both individuals and institutions with character, only a small number/minority.

Human Resources (HR) is a central factor in an organization. Whatever the form and purpose, the organization was made based on various visions for human interests and the implementation of its mission is managed by humans. Thus, humans are a strategic factor in all institutional/organizational activities. Furthermore, human resource management (HRM) means managing HR based on a vision so that organizational goals can be achieved optimally.

The quality of human resources is still a major problem in the sector of education in Indonesia, both at the level of higher education and primary and secondary education. From the approximately 160,000 lecturers in Indonesia, almost 54% still do not hold master and doctoral degrees. While teachers, of the 2.7 million teachers who have not yet had an undergraduate degree.

The quality of human resources is still a major problem in the sector of education in Indonesia, both at the level of higher education and primary and secondary education. Based on data from the Global Competitiveness Report in 2008, Indonesia was ranked 55, while in 2005, it was ranked 69. Meanwhile, on the same occasion, educational practitioners who were also lecturers at the Faculty of Psychology at UNPAD, said based on the results of research conducted several times with students, it was concluded that education in Indonesia did not provide a space for students' independence and creativity.

Implementation of character education becomes a necessity and urgency to make effective the development of human resources in tertiary institutions so that tertiary graduates are truly graduates who are role models (role models) in society. The issue of morality/ethics, honesty, justice, and responsibility is now a matter of focus that results in the emergence of a moral crisis (degradation of values), and the deterioration of the nation (author) [3].

With this assumption, the author was interested in studying theoretically and conceptually this problem through textbooks, journals, articles, research, seminar results that can be accessed via the internet, mass media, and official documents relating to character education and Human Resources Management (HRM).

The problems of Indonesia in the context of national character development were identified in a number of main issues, as follows [4]

1. The weakening of the national/human character marked by the emergence of horizontal conflict problems, students brawls, promiscuity, free sex among students, the development of symptoms of gangsterism, and harassment against women, anarchist demonstrations.
2. In the college life, indications of the weakening of scientific ethics are found in various cases of plagiarism of scientific works, the emergence of thesis-making services for undergraduate and graduate thesis, score manipulation, original but fake diplomas or the emergence of college symptoms (No School, Diploma Yes).
3. These symptoms indicated the weakening of the nation's character, especially the pillars of character, namely honesty, morality, and responsibility.
4. There were graduate students who in practice their daily lives did not have good character or personality, such as not having ethics/morality, dishonest, unfair.
5. Not all university graduates have the expected competencies and were based on the academic qualifications they had taken.

Based on the identification of the problems above, and as described in the background of the problem, the research problem was formulated as follows:

1. Can character education be carried in an integrated manner with all courses in the Faculty of Social Sciences, Department of Geography, Manado State University?
2. Can the implementation of character education increase the effectiveness of human resource development at the Faculty of Social Sciences, Department of Geography Education, Manado State University?

This research is interesting because the condition of the Indonesian people lately is expected to be on various issues in various aspects of national life, especially social aspects. One of the problems in the social aspect was the problem of character or personality of the nation, and the problem of the quality of human resources (HR), which lately it became a concern because many school graduates and higher education graduates did not have the expected competencies, including personality competencies. For this reason, character education was urgently implemented in an integrated manner with all subjects and/or subjects according to the curriculum. It means that the integration of character education was not carried out as a separate lesson or course, but was carried out by all teachers and lecturers according to the lessons and subjects taught.

In the Indonesian Dictionary, it was stated that education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. So, education is a process, namely the process of changing behavior both individuals or groups of people, to make these individuals mature. The purpose of adulthood here is that the individual reaches maturity in thoughts and views. In this sense also contained efforts or efforts made in educational activities, namely through teaching and training [5].

I. RESEARCH METHOD

The analytical method used in this research was a descriptive qualitative method. A qualitative descriptive approach is an approach that intends to understand phenomena about what is experienced by research subjects holistically and employing descriptions in the form of words and language, not using statistics [6].

The research location is the object of research where the research activities are carried out. This research was conducted in the Faculty of Social Sciences, Department of Geography Education, Manado State University, where this place serves as a lecturer in Christian Religious Education. The focus of research is basically a problem that stems from the experience of researchers through knowledge gained through scientific decisions and other decisions [6].

The focus of this research was based on the formulation of the problem and research objectives, namely to find out the readiness of educators in carrying out character education in an integrated manner with courses at the Faculty of Social

Sciences Department of Geography Education, State University of Manado and to obtain a clear description of the students mastering the implementation of character education and increase the effectiveness of human resource development.

The source of research data is the subject from which data can be obtained [7]. Sources of data in this study were obtained from direct data sourced from informants and respondents (primary data), as well as data obtained indirectly (secondary data), namely through classroom observations, lectures, written data, and documents.

Informants and respondents were taken from lecturers and students of the Faculty of Social Sciences, Department of Geography Education and other informants who were considered to know the problems investigated. The population is the subject of research. The population in this study were all lecturers and students of the Faculty of Social Sciences Department of Geography Education, Manado State University.

In qualitative research, the sampling technique that is often used is the first, the purposive sampling method. According to reference [8] states that purposive sampling is a data source sampling technique with certain considerations.

Regarding the focus of the study, the sample data source determined were 5 lecturers and 10 students of semesters III, as well as other informants who were considered to know the issues to be examined. The consideration of taking a sample of the data source is because the informant is considered to be directly related to the problem being studied so that it will be easier for researchers to obtain information.

In connection with the foregoing, in research, if the information obtained is considered incomplete, the researcher will look for other information that is considered more mastering the problem or can provide information relating to the problem under study.

In qualitative research, the data to be collected in this study in the form of words written or spoken from people and behaviors that can be observed, the methods used for the process of data collection were observation, interviews, and documentation,

Qualitative data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and documentation by organizing data into categories, describing into units, synthesizing, organizing into patterns of choosing which ones are important and which will be studied and make conclusions so that they are easily understood by themselves or others. The method of data analysis used by researchers was the interaction analysis model, where the data reduction and data presentation components were carried out together with the data collection process. After the data was collected, the three components of analysis (data reduction, data display, conclusion drawing) interact with each other.

II. RESULT AND DISCUSSION

Character and moral education for students in higher education becomes very important to be considered by all parties. Especially for teachers. Its usefulness is not only for the development of human resources for these students, but also for the future development of the nation and state [9].

Students who live far away from parents and live in boarding houses need guidance and direction on how to live a character and moral life in society. From the results obtained through interviews with several informants showed 60% of students of the Faculty of Social Sciences Department of Geography Education who live in the community can not implement character education in social life even in relationships with others. There are still students who behave in a way that is not in accordance with the education that they have acquired in their living behavior. Promiscuity, drinking until drunk and not responsible.

The above facts are certainly inseparable from the advance of technological development and the influence of globalization. As said by Thomas Lichono (1992) several indicators of human behavior (individuals, groups and society) that show symptoms of the destruction of a nation that is an increase in the culture of power, cultural dishonesty, the higher disrespect for others, the weakening of social cohesion, the influence of peer groups on actions violence, increasing suspicion and hatred, worsening use of language, decreasing work ethic, decreasing the sense of responsibility of individuals and citizens, increasing self-destructive behavior, and increasingly blurring moral guidelines.

Thomas's view is very visible in the lives of people who began to be in the age of technology. Especially among the younger generation, including students. The higher level of knowledge does not directly affect the character and ethics of life of students in relationships in the community or in relationships on campus. Students, as educated generation, should become the pillar of the nation and the nation in the future to become activators, examples and role models for other young people in society. However, in the practice of daily living as happened for some students majoring in Geography education who live in the UNIMA Administration and Housing is not the case. There are still students who are trapped in promiscuity, drinking to get drunk and even disturbing the safety and peace of the local environment.

A challenging expression is that only a nation that has a strong character and identity will exist in an era of globalization which is full of changes. Every era has its own characteristics and demands. Thus character building is a basic necessity in the process of nationhood and state and in international relations with other countries requires citizens who are tough, competitive, noble and moral Pancasila, as the ideology of the Indonesian nation.

Thus, ideologically, character building is manifesting the ideology of Pancasila normatively. Character building is a tangible manifestation of the achievement of the country's

goals as stated in the Preamble to the 1945 Constitution, and in a sociocultural manner, national character building is a must for multicultural Indonesians [10].

In the National Character Development Master Design, it was emphasized that there was uncertainty about identity and national character which led to: (1) the disorientation and inadequacy of Pancasila values as the philosophy and ideology of the nation, (2) the limitations of integrated policy tools in realizing essential values Pancasila, (3) the shifting of ethical values in the life of nation and state, (4) waning awareness of national cultural values, (5) threat of national disintegration, and (6) weakening of national independence (Kemendiknas, 2010). On the other hand, Yudi Latief said the outbreak of extremism in the public sphere shows the weakness of grounding Pancasila as an ideological practice (Jurnaliston, 2018). The emergence of problems that plagued Indonesia shows that the values of Pancasila have been eroded in the life of society, nation, and state. The problems faced by the Indonesian people today include lack of awareness of taxation, corruption, environmental problems, national disintegration, moral decadence, drugs, justice enforcement issues, terrorism, and others (RISTEKDIKTI, 2016) in reference [11].

Quality and good education will create morals and superior civilization of the nation. The quality of education is very closely related to national morality. Therefore, one of the important indicators of good quality education is the moral achievement of a civilized nation.

Through the education process in higher education, students who should be able to gain knowledge can actualize themselves both in terms of their responsibilities in their studies. Honesty in terms of assignments and activeness in lectures. But what is expected cannot be done by students. The tendency to make deviations in the form of assignments is not made by themselves, signing absences but not being active in lectures, leaving the classrooms dirty, shouting in classrooms is still done by some students. That should not happen in the lecture process. Because students who have an adequate education model should be an example and role model for those who do not have knowledge of getting to college. As Ki Hajar Dewantara said, education is an effort to advance the growth of character (power, mind, character, mind) and deeds. As the law on National Education System states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of learners to become human beings who believe in and have faith in God Almighty, have noble, healthy, healthy, knowledgeable, capable, creative, independent and become citizens of democracy and responsibility.

But the reality is very unfortunate, hope is only hope, in the sense that the policy objectives have not been well achieved. This is due to the existing culture of society to assume a person's degree or academic qualification is equivalent to one's quality. Good quality education can be

measured by several indicators, one of the important indicators or points that indicate quality education / quality, that is, the morality of students.

The bad morality of a nation shows the good or bad quality / quality of existing education. Indonesia has not produced graduates with strong character. Of course it is recognized that in various places there are educational actors, both individuals and institutions with character, only a small number / minority.

The role of the lecturer / instructor in shaping the character of the students is very important and it is implemented both when carrying out the teaching and learning process and in academic guidance. From the results obtained through interviews with students and crosschecked with Geography education lecturers that the majority of lecturers when teaching provide mobilization related to character building, character and morals / morals. It is not only lecturers who teach Pancasila, Religion, Basic Cultural Sciences courses but also subject areas. But it is a concern that there are still students who do not care about these directives.

Character education needs to be carried out in an integrated manner not only from lecturers, but parents and the community in their environment. Implementation of integrated character education will be able to lead students to live a character as a moral foundation in Indonesia. Indonesia as a developing country needs to plan a good education system to shape Indonesian people with character [12]. Education provided to students is not only related to the development of knowledge. But as a means of unifying the nation which is currently threatened with division. Through the functions of education, namely the social function of humanity, political functions, cultural functions and educational functions, the country has become a country of character and dignity.

The quality of human resources in students will appear in how they are responsible both in the life of the nation and state and in their social introduction as young people.

IV. CONCLUSION

1. Character education becomes very important for the development of human resources for students of the Faculty of Social Sciences, Department of Geography Education. The results showed that 60% of the students had not been able to implement character education in social life. The behavior they appear is not in accordance with their responsibilities as educated students.
2. Implementation of the integration of character education in the learning process in lectures has not been significant with the attitudes and actions they take. Both relate to honesty in making assignments, presence that is

manipulated and responsibility for the arrangement and cleanliness of the lecture room.

3. The role of the lecturers in terms of Character Education for students for the development of high human resources. From the results of the interview 80% of the lecturers guide, move how to become a student of character, moral. But there are still students who do not heed and carry out these directives. Bad environmental influences also determine.

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