

Integration of Character Education In Student Development Lecture

1st Setya Wahyuningsih
Mathematics Education Department
Universitas Siliwangi
Tasikmalaya, Indonesia
setyawahyuningsih@unsil.ac.id

2nd Tetty Fatimah Tsuroya
Economics Education Department
Universitas Siliwangi
Tasikmalaya, Indonesia
tetyfatimahtsuroya@unsil.ac.id

3rd Hetty Patmawati
Mathematics Education Department
Universitas Siliwangi
Tasikmalaya, Indonesia
hettypatmawati@unsil.ac.id

4th Aep Sunendar
Mathematics Education Department
Universitas Siliwangi
Tasikmalaya, Indonesia
aep.sunendar@unsil.ac.id

5th Nandhini Hudha Anggarasari
Early Childhood Education Programs
Universitas Muhammadiyah
Tasikmalaya
Tasikmalaya, Indonesia
nandhini.hagrs@umtas.ac.id

Abstract—The integration of character education in Student Development lecture (a descriptive study in the Faculty of Education, University of Siliwangi). Character education is an effort to improve the quality of the learning process and learning results that lead to the formation of learners' characters emphasizing exemplary, habituation, and the creation of a conducive environment. Instilling the values of characters in the lecture on Student Development can be done by putting a list of character values that are already listed on the syllabus into lesson plans and developing learning processes that integrate the values into appropriate behavior. It also can be done by assisting students who find it difficult to integrate values and to demonstrate expected behavior. Therefore, students are expected to integrate the values into the behavior of everyday life through a learning process, both in the classroom and outside the classroom. This study aimed at determining the "integration of character education in the lectures on Student Development". The approach used was contextual learning which enabled lecturers to motivate students to relate the student development with the knowledge of everyday life. The population were all lecturers lecturing Student Development classes in the Faculty of Teaching and Education, University of Siliwangi.

Keywords—integration of character education, student development

I. INTRODUCTION

Character education in the context of education in Indonesia is called "pendidikan nilai", namely the education of noble values derived from Indonesian culture aiming at developing the personality of the young generation. According to the design developed by Kemendiknas, character formation in an individual is a function of the potential of a human being psychologically and socio-culturally (cognitive, affective and psychomotor).

In order to achieve the goal, the Ministry of National Education made the declaration of character education nationally on May 2, 2010. It was targeted that all schools have integrated character education into their learning process in 2014[1]. The implementation of character education at the college was designed to be conducted

through the Tri Dharma Perguruan Tinggi, organizational culture, student outclass activities and daily activities [2]

Based on the above discussion, character education is significant in national development. However, character education is not a subject or a course, but its implementation should be integrated into all subjects. In Higher Education, character education is attached to Tri Dharma Perguruan Tinggi. The problem arose in implementing character education in lectures. Lectures are varied and each lecture has its own characteristics, thus a study on how to implement character education in each lecture is needed. This study focused on the integration of character education in the lecture on Student Development.

The development of character education was done through the integration of character education by MKU FKIP unit of Siliwangi University and continued by its integration lectures. Nevertheless, they encountered several obstacles during the integration in the lectures. The integration of character education in lectures requires integrated planning. Its implementation and evaluation must be well prepared. Character education is not quite a direct way, but must be based on a value system to instill the ideas, attitudes, ways of thinking, behavior and belief.

Based on the explanation above, this study discusses the idea of character education strategy, the integrated approach, and the integration of character education in Student Development lecture. This study is not based on the implementation facts related to character education, but rather based on the concepts and ideas that will be implemented in the course.

II. METHOD

Effective character education strategies according to [3] is a concrete way consisting of three steps that need to be done in infiltrating the characters, namely: 1) identification of value, 2) learning the value and 3) providing an opportunity to implement these values.

III. RESULT AND DISCUSSION

A. *Integrated Teaching and Learning Process*

The integration of character education in lectures requires a learning model to construct the expected values or characters. According to Robin Fogarti [4] there are ten integrated learning models mentioned as follows:

1) *Fragment Model (Framented)*

This model is characterized by limited integration only to a certain subject. For instance, character education is integrated into Student Development lecture.

2) *Connection Model (Connected)*

Connected model is a model of integration between the fields of study. This model is based on the assumption that the grains of learning can be generated into a certain general subject. This model significantly integrates a concept of skill or ability that is grown in one subject or sub-subject in a field study. The field connection may be held spontaneous or planned in advance.

3) *Nested Model (Nested)*

This model is the integration of curriculum with one discipline, focusing the integration in social skills and organizing skills. The characteristics of each subject will be the foothold in determining the learning skills.

4) *Sort Model/Networks (sequenced)*

Sort model is a model of integration of topics across different subjects in parallel. A roman story from a history, for instance, the discussion can be done parallelly at the same time with the struggle of the nation's history, the character of people's social life at a certain period, and topic related to changes in the meaning of words. The topics can be integrated learning at the same time allocation.

5) *Section Model (Shared)*

The shared model is a form of integration of learning as a result of overlapping concepts or ideas in two or more subjects. For example, beads of learning about citizenship in PPKn may overlap with the grain of learning in the State Administration, National Struggle Historical Education, and so on.

6) *Spider-Profit Model (Webbed)*

This model is based on the thematic approach as guiding materials and learning activities. In this method form, the theme can tie learning activities, both in specific subjects and across subjects.

7) *Strain Model (Threated)*

This model is a model of integration of the form of skills, for example, make predictions and estimations in mathematics, the forecast of the events, in anticipation of the story in the novel, and so on.

8) *Integration Model (Integrated)*

This model is a combination of several topics from a variety of different subjects, but the same essence in a certain topic. In reading the text that is part of the learning Indonesian or English, then in the reading material can contain a lesson of culture, sociology, religion, and so forth.

9) *Dye Model (Immersed)*

This model is designed to help students refine and integrate a variety of experience and knowledge associated with field use. In this case, the exchange of experience and utilization indispensable experience in learning activities.

10) *Network Model (Networked)*

This model is a scouting learning model that presupposes the possibility of conception change, form of problem solving skills, or the demand of new skills after the students conduct field studies in the situation, condition, as well as the different contexts. Learning is addressed as a process that continues over time because of the reciprocal relationship between the understanding and the reality faced by students.

Noting the integration of education in the lecture as listed above, it is understood that the nested models quite freely help in organizing the materials and other learning skills. This model can be developed to integrate other skills such as skills related to character education.

B. *The Integration of Character Education in Student Development Lecture*

The implementation of character education is ideally started simultaneously on the learning of all subjects. However, it is realized that the simultaneous implementation is not an easy task. Human resources and supporting resources give significant impact on the implementation of character education. Student development subject is one of the main subjects that tries to integrate character education.

The implementation of the integrated character education is done in the learning process including the process of designing the syllabus, preparing lesson plans, preparing teaching materials and media, implementing in the classroom, doing the assessment, monitoring and evaluating. Based on Permediknas No. 41 of 2007 on the standard of process that must be conducted by a lecturer, a lecturer must design syllabus, make lesson plans, and develop learning media. In facilitating the internalization of values on students, the role of lecturer is as a facilitator, a motivator, a participant, and a feedback giver. According to Ki Hajar Dewantoro, an effective and efficient lecturer is a lecturer that “ing ngarso sung tulodo” (being an example in front of the students), “ing madya mangun karso” (building ideas and collaborating together with the students), and “tut wuri handayani” (motivating students).

In order to facilitate the students to know, to be care, and to internalize the characters, students are given an active role in learning. The roles include the role as a participant in discussions, an experimenter, a presenter of discussion and experiment results, and so on. After designing the syllabus and lesson plans, preparing the learning materials and media, the next step is implementing the integration in the classroom. A lecturer should conduct the class as planned in the syllabus and lesson plans.

The students' character is described qualitatively. The description elaborates the students' character development. The description is used by the lecturer to give certain follow up for students, so that he/she can develop his/her characters optimally. The implementation of character education through the learning process is needed to be monitored and evaluated in order to know.

IV. CONCLUSION

Character education implementation strategy should continue to be disseminated and should be supported by the entire academic community. The integration of character education in student development lecture is a task for the lecturers to be able to create individuals with good

characters and dignity. Lecturers should plan the integration of character education on their lectures and assessments.

REFERENCES

- [1] S. Fadilah, Pembentukan Karakter Melalui Pembelajaran Matematika, in *Jurnal Pendidikan Matematika PARADIKMA*, Vol 6, pp. 142-148.
- [2] Character Directorate General of Higher Education team, *Naskah Akademik Pendidikan Karakter di Perguruan Tinggi*, unpublished.
- [3] R. Martens, *Successful Coaching*. Human Kinetic,ampaign, IL, 2004.
- [4] J. Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, Jakarta: Ghalia Indonesia. 2015.