



Reinforcement Efforts of Character Education on Students of Geography Education Department, Faculty of Social Sciences, Manado State University

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Abstract. The research problem formulation is how to reinforce character education for students of the Geography Education Department, Faculty of Social Science, Manado State University. The study aimed to determine the implementation of reinforcement of the character education on students of the Geography Education Department Faculty of Social Science Manado State University. In achieving this goal, this research was carried out using qualitative research methods and data collection techniques which include: observation, interviews, documentation, and triangulation. The research informant is a lecturer in Geography Education Department Faculty of Social Science Manado State University. The stages of data analysis include: data reduction, data display, and conclusion drawing/verification. The results showed that a) the efforts made in understanding the character of Geography Education students, namely: formulating semester learning plans, studying and understanding student characters, and mapping student characters; b) the central values described by the teacher in the semester learning plan and the learning process include fundamental ethical values: 1) devotion to God, 2) responsibility, 3) nationalism, 4) independence, 5) innovative, 6) democratic, and 7) mutually rewarding. c) significant efforts made in strengthening character education in students include: 1) through the formulation of learning outcomes, 2) through the formulation of graduate competencies, 3) through the learning process, 4) mentoring activities, and 5) research activities; d) students of the Geography Education Department give a positive response or response to all the efforts we make.

Keywords: Implementation · Reinforcement · Character Education

1 Introduction

The impact of progress in all fields has caused changes and rapid developments in the nation's character education. This begins to be realized when there are many concerning events related to human character. Many juvenile delinquencies, brawls, drug use, and many younger generations are entangled with narcotics and other forms of crime. This

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condition is undoubtedly an inseparable part of the national education process because, with these events, the world of education is also responsible. After all, character education is also the responsibility of world education.

This condition makes all education components aware of how important character education is and is instilled in students or anyone else through educational institutions. This is following the vision of national education, which explains that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life [1].

Basically, the implementation of the educational process, and in relation to character education, the educational process is directed at several essential things, including 1) practicing the religious teachings adopted following the stage of child development, 2) showing a confident attitude, 3) complying with social rules that apply in the broader environment, 4) respecting the diversity of religions, cultures, tribes, races, and socio-economic groups in the national scope. These are some of the fundamental things that will be targeted in the educational process, including character education, which gives a person a good attitude and behavior, or in other words, good character. Because character is an important thing that distinguishes humans from other creatures. Having a strong character, both individually and socially, are human beings with good morals and ethics [2].

The development of learning in character education today is seen as demand and need for the learning process that must be carried out. This is motivated by the thought that character education is developed with the aim that students, including students, are expected to form excellent and positive characters following the values expected of people with good character. In particular, the implementation of strengthening character education is a form of innovation developed with a contextual approach in learning Geography Education. It is also seen as a transformation model relevant to the curriculum's application and following science and learning technology development directed at forming the nation's character.

The concept and application of education today must provide broad space in developing the character of learning participants so that ethical values can be given and instilled in learning participants. In the end, learning participants can apply them in their daily lives. The implementation of character education is an effort made by teachers in order to provide knowledge and applied provisions for learning participants to have ethical values as capital in building the nation and building themselves to become honest, trustworthy, integrity, respectful of others, responsible, fair and compassionate and to be good citizens. That is the vital purpose of character education, as explained by Rohinah [3]; the concept of character education, among others, is to make a person responsible, fair, and good citizen of the country.

Learning problems observed in the learning process in the Geography Education Department Faculty of Social Science Manado State University, especially those related to the implementation of character education, can be explained as follows: (a) that the learning process of character education has not been developed is the answer to the problems that have occurred so far in the national scope in the form of juvenile delinquency, brawls, delinquency in learning classes, attitudes and actions of learning participants who lack courtesy in speaking, acting in the process of learning. These things

will all affect the efforts made by teachers to realize learning objectives. Ultimately, it will also influence learning participants' learning process and outcomes.

Based on learning problems that often occur in the learning process, including in the social studies learning process, it is necessary to conduct a study on the implementation of strengthening the education character of students of the Geography Education Department Faculty of Social Science Manado State University. To know how the implementation strategy for strengthening character education is carried out in learning Geography Education, considering that students of the Geography Education Department as prospective teachers will have a lot to do with the formation of student character. Therefore, students of the Geography Education Study Program must have strong provisions about character education as capital in learning activities in schools and in the life of an increasingly developed and developing society with various existing phenomena.

With the study of the abovementioned problems, a clear picture of the implementation strategy for strengthening character education is provided to Geography Education students. The implementation strategy will show the extent of the implementation or application of the character education strengthening strategy that has been carried out so far.

2 Method

The research method used in this study is qualitative. The data collection techniques include observation, interviews, documentation, and triangulation. The stages of data analysis include data reduction, data display, conclusion drawing/verification, and testing the validity of research data[4]. The research informant is a lecturer in Geography Education Faculty of Social Science Manado State University.

3 Results and Discussion

3.1 Research Location

The research was carried out at the Geography Education Department Faculty of Social Science Manado State University.

3.2 Discussion of Research Results

1. Efforts made to understand the character of Geography Education students

Based on the display data as a form of presenting data, as in this study, it can be stated that lecturers made several efforts of the Geography Education Study Program Faculty of Social Science Manado State University to understand students' character. The efforts made by Geography Education lecturers are as follows:

- 1) formulating semester learning plans,
- 2) Studying and understanding student characters, and.
- 3) mapping student characters.

The results of the study showed that there were efforts made by teaching staff in the Geography Education Study Program to understand students' character. This

effort is carried out as an effort by the lecturer to find out about the existence of existing student characters. With this mapping, lecturers can formulate character values that are important to be developed in students.

2. Character values that need to be spelled out in the learning process

Based on the data display as a form of presenting the data as stated above, the central values described by the teacher can be stated in the semester learning plan and also in the learning process for students of the Geography Education Study Program Faculty of Social Science Manado State University, including 1) devotion to God, 2) honesty, 3) responsibility, 4) simplicity, 5) nationalism, 6) critical, 7) independent, 8) creative, 9) innovative, 10) democratic, 11) mutual appreciation, 12) classiness.

This shows that all Geography Education Study Program lecturers have outlined core values to implement character education and strengthen students. All of this is done so that students have the expected character to become students and graduates of the Geography Education Department with a positive character.

Hasanah put forward efforts to strengthen the character of students by integrating target values in the lecture process, including (1) obedient worship, (2) honesty, (3) responsible, (4) discipline, (5) having a work ethic, (6) independent, (7) synergistic, (8) critical, (9) creative and innovative, (10) visionary, (11) compassion and care, (12) sincerity, (13) fairness, (14) simple, (15) nationalism, and (16) internationalism [5]. Furthermore, it was stated about the character values applied in universities, especially in LPTK as a teacher producer, only choosing core values (core values) that would be developed in the implementation of character education, especially in each department/study program. The four core character values, honesty, intelligence, care, and resilience, are the basis for implementing character values.

3. Efforts made to strengthen character education in Geography Education students

Based on the display data as a form of data presentation as stated above, it can be stated that there are efforts made by lecturers to strengthen the implementation of character education for students of the Geography Education Department. The efforts made by lecturers, including study program leaders, include: 1) through the formulation of learning outcomes of study programs, 2) through curriculum formulation, 3) through the formulation of graduate competencies, 4) through the formulation of course learning outcomes, 5) through the learning process, 6) through learning methods and models, 7) mentoring activities, 8) research activities, 9) other academic activities in the study program.

Thus, the lecturer of Geography Education Faculty of Social Science Manado State University as an informant has made several efforts to strengthen character education among students. This is done so that the students of the study program are equipped with various fundamental ethical values to build the excellent character of the study program students.

Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) Chapter I general provisions of Article 1 paragraph (2) concerning learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. This is the college's foundation for building student competencies into four components [6]. According to Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education, knowledge, attitudes, general skills, and specific

complementary skills cannot be separated. Students are part of the pillars of the guardians of the values of the nation's character and agents of change; of course, they must always be sensitive and caring and part of building an excellent national character [7].

Character education in higher education aims to improve the quality of education implementation and results that lead to the achievement of building the character and noble character of students in a whole, integrated, and balanced manner, according to graduate competency standards [5]. In this case, character education should be formulated in the curriculum, applied to educational methods, and practiced in learning. The core of activities in higher education is stated in the Tridharma of Higher Education so that all educational, research, and community service activities are carried out with character [7].

4. Student responses to efforts to strengthen character education

Based on the study's results, it can be explained that, in general, students of the Geography Education Department give a positive response to all efforts made to strengthen character education. Students as learning participants respond to efforts to strengthen character education by Geography Education lecturers because this is seen as a student need.

Flexner in [8] explained the role of universities in terms of strengthening character education, where universities are a place for students to develop knowledge and solve various problems, a center for the development of academic works in a scientific, and higher education is also a place for training or development of human resources in order to produce works that are beneficial to life. Thus, students are educated and trained in higher education to become intellectual human beings with the ability of reason and analysis, good knowledge, and good attitudes and behaviors or good character. Siswati etc. explained that the implementation of education must be integrated with factors of attitude, behavior, and character. So education is not only oriented toward developing one's intellectual abilities, but there is also another critical factor, namely character development [9].

These results show that lecturers as teachers, including the head of the Geography Education Department, Faculty of Social Science Manado State University, have planned and implemented efforts to strengthen character education in the learning process. They have been implemented during this time. These efforts received positive responses from students because what was planned and implemented was to develop a character that benefited students.

4 Conclusion

Based on the results of this educational research, the following conclusions can be put forward:

- A. The efforts made in understanding the character of Geography Education students As for the efforts made by Geography Education lecturers in understanding the character of social studies students, as follows: formulating semester learning plans, Studying and understanding student character, and mapping student character.

- B. The central values described by the teacher in the semester learning plan and also in the learning process for students of the Geography Education Study Program Faculty of Social Science Manado State University include: 1) devotion to God, 2) honesty, 3) responsibility, 4) simplicity, 5) nationalism, 6) critical, 7) independent, 8) creative, 9) innovative, 10) democratic, 11) mutual respect, 12) classiness. This shows that all Geography Education Study Program lecturers have outlined core values to implement character education and strengthen students.
- C. The efforts made in reinforcing character education on students of the Geography Education Department include: 1) through the formulation of learning outcomes of study programs, 2) through curriculum formulation, 3) through the formulation of graduate competencies, 4) through the formulation of course learning outcomes, 5) through the learning process, 6) through learning methods and models, 7) mentoring activities, 8) research activities, 9) other academic activities in the study program.
- D. Students of the Geography Education Department gave a positive response or response to all the efforts we made.

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