

A Concern Towards The Society and Internalization of Academic Ethics for Primary Education Students: Perspective of Lecturers' Role

1st Mohamad Syarif Sumantri
Primary Education
Universitas Negeri Jakarta
Jakarta, Indonesia
mohamadsumantri@gmail.com

2nd Henti Sulistiowati
Primary Education
Universitas Negeri Jakarta
Jakarta, Indonesia
hentisulistiowati@gmail.com

3rd Nurhattati Fuad
Primary Education
Universitas Negeri Jakarta
Jakarta, Indonesia
nurhattati@gmail.com

Abstract—This research aims to explain about the conduct of the Master's program in primary education. As a revision of the curriculum that emphasizes on learning outcomes which students have academic and ethical social awareness. The research use the approach of the evaluation program with subjects of research professors and students. The instruments used were in the form of guidelines for interviewing, observation guidelines. The data were analyzed qualitatively. The results of the study shows that the idea and purpose of implementing the program to strengthen social awareness in the community and academic ethics of the master of primary education in relation to the role of lecturers is support for the revitalization of the curriculum primary education of the masters program.

Keywords—social awareness, internalization, academic ethics, lecturers' role

I. INTRODUCTION

Education is an effort to change the way of thinking and behaving through transfer of knowledge and transfer of values. Educational activities directed at the development of human resources are prepared to face various challenges and responsive to the changing times. It is in line with the national education goals set forth in Article 3 of Act No. 20 of 2003 National education system as follows.

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 [1].

Profile of the expected graduates need to be attempted by the professors as the executor of the curriculum through a variety of academic activities by looking at the challenges and changes dynamically. The role of the lecturer in the process of higher education listed in Act No. 14 of 2005 teachers and professors as follows.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and service to the community [2].

Based on these laws, it is clear that professors play an important role in the development of a variety of student output expected. In addition, lecturer is a source of potential competitive advantage because of its competence in the form of intellect, character, skills, personal, and intellectual and cognitive processes.[3].

In addition, students as agents of change have a role as social influence on the progress of the nation. Student awareness to society can be realized in various actions that are beneficial to the social environment.

Values that reflect the morals, ethics and personality should be implemented in community environments. Contribute to solve a variety of problems using a multidisciplinary approach and methods or in finding solutions through an interdisciplinary knowledge, attitudes and skills is one form of the duties and responsibilities of the student. Students need to optimize the role of academia through a variety of actions in accordance with the capacity and capability that is owned in the face of various social problems that exist in the environmental community.

College as an academic community with his trademark upholds the values of scientific truth should be reflected through the behavior of whole cavities Academic in performing tasks and its role has always been tied to academic ethics. Therefore, it is required academic standards (standards of academic conduct) in the form of a set of values and norms which are used as a reference in this Act to the student.

Academic ethics contains the universal values that are associated with honesty, openness, objectivity, respect each other and do not apply discriminatory. Students as part of the academic community must have academic integrity i.e. the attitude and behavior of upholding ethics consistently in any academic activity and academic behavior. In line with this, the lecturer is an instrumental to developing academic ethics of college students in various educational activities on campus.

The curriculum is a basic formation and the underlying the achievement of expected outputs at the level of the course. The curriculum is assessed based on relevance to the educational objectives, scope and depth of the material, as well as organizing the right to encourage the development of hard skills and soft skills that can be applied in various situations. One the programs of basic education curriculum development is concern for society and the ethics of academic students. Based on the urgency of the research

have been presented, then this study is intended to find out the role of lecturer in developing awareness of the society and academic ethics students through basic education curriculum program evaluation.

This study focus on the student's concern to society and the internalization of ethical academic students of primary education in terms of the role of the lecturer.

The problems in this research can be formulated as follows. How caring the students of primary education to the community are realized through a variety of academic and non academic activities? How is the process of internalization of ethics of the academic students of basic education in a range of activities on-campus academic? How are the role of Lecturer in instilling awareness of the students towards the community and the internalization of ethical academic students of primary education based on its relevance to the curriculum?

A. *The Curriculum Of Primary Education Programs*

The curriculum cannot be regarded as a dead and summative body of all the materials, experiences and activities contained in the educational process. It is a living whole, comprised of experience actually going on in school. As such it is what it become in practice[4].

Profile of the expected graduates need to be attempted by the professors as the executor of the curriculum through a variety of academic activities by looking at the challenges and changes dynamically.

Graduate study programs in particular primary education implemented based on the goals that have been formulated produce graduates as follows; 1) Produce graduates who have the ability to develop innovation of basic education according to the needs and requests of the community; 2) Produce graduates who have the ability to develop concepts, theories and models of management of basic education programs, through study and research informing the development of basic education; 3) Produce graduates who are able to carry out the innovative scientific research to support the development of basic education; 4) Produce graduates who are able to carry out or effectuate the innovative scientific research to support the development of basic education; 5) Produce graduates who are able to implement or develop professionalism and competence that can respond to and anticipate the development of science education in an increasingly dynamic society especially in the field of basic education; 6) Produce graduates who are able to contribute towards the development and service to the primary school's; 7) Produce graduates who have the attitude of responsive, adaptive and immoral on the development of science and technology-oriented character education and development of science and technology.

The goal of the education program has been formulated will be done properly if supported by a wide range of competencies possessed by the lecturer as educators and teachers. Competencies include: (1) professional competence; (2) the competence; (3) the competence of personality; (4) social competence.

The achievement of higher education goals is proportional to the productivity of lecturers in carrying out their duties as educators and teachers. Productivity is the link between input and output factors. In this case, the output is

the input while the student is in question is the ability of a lecturer. Productivity has two dimensions. The first dimension is the effectiveness that leads to the attainment of targets relating to the quality, quantity, and time. The second dimension is efficiency with regard to efforts to compare the input with the realization of its use or how it worked was performed.

B. *Social care*

The role of Lecturer in development of society can be realized through a variety of program curriculum or program outside the curriculum (hidden curriculum) because basically the curriculum is drawn up by looking at the output of the student needs within the community. Apple & Barker revealed that "Every curriculum design is related to certain social interests and values [5]. ... some of the major influences on curriculum design of u.s. policy, local context, social expectations, research trends and technology [6]. Therefore, the curriculum is compiled by looking at the social needs for print output that is responsive to the community's environmental problems.

In line with the foregoing Ozturk, it is stated that one of the primary role of the educator is ... ensuring the enhancement of the students skill rather than mere transmission of information[7]. So it is clear that the students need to be given a wide range of skill development efforts in corporate social responsibility in addition to the submission of information through lectures in the classroom.... learning becomes a continuous process, and lifelong learning emerges as a key capability for the 21st century, and the U.S. such can be added to the subset of skills and capabilities[8].

As academics, students are required to think solutif against the problems that occurred in the community. In line with this, the implementation of Basic education courses is to develop the main values (core values) as follows: innovative, responsive, adaptive, and immoral.

Concern for the community will affect the effectiveness of the role of students in various academic activities. One of them is research activities. For students who have a concern for the community, they will certainly do some research by looking at the level of sustainability by raising local issues-national based on local indigenous knowledge (research for sustainable development).

C. *Academic Ethics*

"The purpose of education consists of training individuals with moral character, with an understanding of the art of living a constructive and honest life"[9]. The College as a place for conducting of education have the duty and responsibility to lay the foundations of moral values to students to have manners, responsible freedom. It means that to educate is not only limited to the transfer of science solely but further should be able to alter or shape the character and the person becomes character better, more polite in daily behaves.

" The basic values, principles and standards of academic ethics are processed in the basic documents and guidelines reacting to the changing practice in the society "[10]. The Campus Community is one important part of the academic community. Therefore, all components of the civitas Academica must understand correctly and was associated with the Academic Ethics. The Association against the

academic ethics should be reflected in every aspect of academic activities, such as lectures, research, writing and publication, the use of academic titles and so on.

The basic values, principles and standards of academic ethics are processed in the basic documents and guidelines reacting to the changing practice in the society[11]. The Campus Community is one important part of the academic community. Therefore, all components of the civitas Academic must understand correctly and was associated with the Academic Ethics. The Association against the academic ethics should be reflected in every aspect of academic activities, such as lectures, research, writing and publication, the use of academic titles and so on.

The primary education required students to be active in national development such as improving intelligence and the welfare of society and to improve the competitiveness and independence of the nation. Graduate education is not hierarchy thus eliminating the role of the students that have been regulated by the act as agents of change, social control, and iron stock. Graduate students are expected to be tough on people who have the ability and noble morals in a variety of academic and non academic activities. With regard to academic activity, there are values that become a guideline that should be high esteem by every student that is academic ethics students.

The main task of the lecturer, known as Tri Dharma universities, are as the activities of education, research and community services. One of the tasks of the Tri Dharma i.e. education meaning that professors not only has a role as a Messenger of the material or knowledge transfer [12]. In addition, lecturers also plays a role in internalize the values of academic ethics to students in an effort to improve the quality of the output of a graduate student.

II. METHOD

The purposes of this study are as follows: 1) to know in detail the concerns of students of primary education to the community are realized through a variety of academic and non academic activities; 2) to know in detail the process of internalization of ethics of the academic students of basic education in a range of academic activities in the campus; 3) to know in detail the role of Lecturer in instilling awareness of the students towards the community and the internalization of ethical academic students of primary education based on its relevance to the curriculum.

Research methods used in this study was a research method evaluation program with illuminative model. Evaluation of program curriculum using illuminative model can be defined as the conceptual framework that is used as a guide in the conduct of measurement towards the implementation of the plan of instruction listed in the curriculum and the use of educational resources including the achievement of the objectives that have been formulated.

Illuminative model more emphasis on qualitative evaluation of open (open-ended). Evaluation activities associated with learning milieu, in the context of the campus as a material and psycho-social environment which means that lecturers and students can interact. The purpose of the evaluation using illuminative model is to study carefully and

cautiously towards the implementation of the system, factors that influence it, advantages and disadvantages of the system and the influence of the system against the student learning experience . The results of the evaluation are more descriptive and interpretation, not the measurements and predictions. This model is use more judgments.

Illuminative model in the evaluation of the program includes a three-phase evaluation i.e. observe, further inquiry and seek to explain. The first stage is the stage of observation on the programs and people that exist in it, then a researcher trying to understand the everyday reality of setting or program being studied. In this process, the researchers did not do the manipulation, control or attempt to eliminate the habit of actually objects that will be evaluated. The whole object in this illuminative research will be observed and interviewed thoroughly. At this stage also carried out a review of the document to get historical perspective and the perspective of the early objects concerning ongoing programs.

The second stage is the process of narrowing and focus. This is an interactive process between the researcher and the researched object. Narrow and focus the research means dealing with some fundamental issues such as: what is the purpose of the evaluation? How information (observations) were used? What we will know after the evaluation? What is topic or problem to be choosen for an intensive research? Narrowing the focus is the main key of illuminative research, because a program has been so complex and have so many levels, goals, and function.

The third stage consists of looking for a general principle underlying the programme are being carried out, looking at the pattern of cause and effect and put on the Court's findings in the context of a broader explanation. In the three stages of evaluation illuminative, researchers can combine four different data collection techniques including: 1) observation of objects and programs, 2) interview with the object examined, 3) questionnaire which can include many aspects and 4) historical research by using an existing document.

TABLE I. EVALUATION OF PROGRAM CURRICULUM USING ILLUMINATIVE MODEL

Observe	Inquiry Further	Seek to Explain
Observe		
1. Review the purpose of the program; 2. Consider the problems that will be evaluated; 3. Finding the right model for the evaluation process; 4. Study the documents relating to the program; 5. Establish research plan; 6. Determine the main problem.		
Further Inquiry		

1. Researchers are focusing more on research that will be carried out in this regard is the role of the lecturer in the development of students 'concern to the community and student academic ethics;
2. Identify specific data sources and informants;
3. Perform observation, interview and documentation on the informant about the basic education curriculum program is being implemented;
4. Make notes about the discoveries in the field.

Seek to Explain

1. Write down the time and place of research;
2. Do triangulation to validate data;
3. Classify the initial data obtained at each stage first and then compared with the actual state of affairs in the field;
4. Linking between program implementation in the field and the expected program results according to the purpose of the implementation of the program;
5. Create a draft of the report;
6. Make a conclusion.

The source of the informant include students and teachers of primary education and relevant curriculum documents.

Furthermore, the evaluation guidelines are based on concerning National Standards for Higher Education Number 44 of 2015.

III. RESULTS AND DISCUSSIONS

The curriculum is a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students ' learning style, personal time table and the programme of work[13].

Based on the understanding of the packed interview and observation as well as analysis of documents focused on aspects of:

1) What educational goals do the institutions want to achieve in relation to the care of primary education students towards society which is realized through various academic and non-academic activities in relation to the process of internalizing the academic ethics of primary education students in various academic activities on campus?

2) The experience and learning of whatever it takes to achieve the goal of education of yesteryear?

3) How to structuring the learning experience effectively related to the role of Lecturer in instilling awareness of the students towards the community and the internalization of ethical academic students of primary education based on its relevance to the curriculum. ?

4) How do I set that educational objectives have been achieved?

Based on the results of observation, interview and study documents obtained findings are as follows:

Based on the results of the analysis of the interviews with lecturers, in general the lecturer agrees to reaffirm infuse social awareness in the community and have to academic ethics saw. Professor argues that internalization of academic ethics basically is not difficult. From the beginning, students are conditioned by knowledge and a conducive environment for example provide training how to write a good and true

discourse. Students involved in public service activities aneke. So hopefully can shape the behavior of responsibility and ethical behavior of other academic students.

Based on the results of observation of the role of the lecturer of the course, it is very important in enforcing disciplined in instilling awareness of the students against the community and student academic ethics internalization of basic education but only done by a few professors committed to seriously. It is indicated by thesis examination activities that are often found that there are lecturers who are very interested in the authenticity of the writings, there are also many who prefer the mastery of the presentation. The findings indicate not all professors like to give feedback in the aspect of article writing, writing procedures do already, exactly how is it fixed and how to write reference and so on.

Based on interviews with students, they generally agree that student has the position, role, and potential special compared with other academic groups. Students also have the freedom in "move" because it has not been tied to interests that can reduce body of their idealism. When students get down to society, they should be able to be the representation of individuals who have a sincere thoughts and intentions. From the identities, implied can be explained that a student had responsibilities, socially, intellectually and morally to the community.

Based on the results of the study with the research subjects, the results showed that an average of 72% of students agreed to the importance of introducing social care to the community that was realized through various academic and non-academic activities.

Because of the specificity of these functions, the role of the student can be referred to as an agent of change, social control, iron stock, and a moral force in society by relying on the abilities and qualities of each student. The student, in carrying out the functions and duties, there have been many scientific-based community undertakes or interest, with diverse background, vision and the capacity of the container, respectively.

The results of this study say that the lecturers are very supportive to carry out writing training programs from the beginning as a means to familiarize academic ethics and for social care needs to involve since the beginning of the semester in service activities. Most students (75%) argued that the idea of a scientific paper writing training program arose because of concerns about the prevalence of plagiarism, although some teachers (25%) disagreed with the above.

According to the lecturers, basic education characteristic courses such as learning psychology of elementary school students often experience difficulties in implementation that have been taught in the classroom. Thus, refine the review of enough journals from the beginning of the lecture is needed

According to students, early article writing training can be used as a learning resource to familiarize and implement academic values that have been taught in the class. Academic ethics is one of the anplagiarism values that need to be internalized to students. People who have an honest attitude will not be corrupt.

The main task is to develop the potential of students lecturer to the maximum through the presentation of subjects. Each subject, behind material that can be presented clearly, has value and specific characteristics of the underlying material itself. Therefore, virtually every lecturer in conveying each subject should be fully aware that as conveying the subject matter, it must also develop the character and nature of the underlying in the subject itself.

The subject matter and application values contained in these subjects are constantly evolving in line with the development of the society so that the lecturer continually can adjust and direct the development. Then the lecturer must renew and enhance science studied continuously. In other words, the existence of a systematic and well-planned construction for lecturers are needed.

Lecturer of the 21st century have to master a lot of knowledge (academic, pedagogic, social and cultural), able to think critically, responds to any change, and was able to resolve the problem. Lecturers must not only come to campus to teach that course, but the lecturer is expected to be a leader and change agent, capable of preparing students to be ready to face global challenges beyond the campus. In addition to the parents the role of Lecturer in directing the future of his protégé is very significant. What would happen if imaginable lecturer is not ready to face all the challenges of this 21st century education dynamics, which notes bene still continues to change.

In the context of professional lecturers with high spirits, he will always have the initiative, persistent, not dropping out of exercise and do not easily give up. Lecturer in the dimension of the present human figure depicted as a noble character, wisdom, personality wise, stable, steady, disciplined, polite, honest, objective, accountable, exciting, steady, empathetic, authoritative, and exemplary.

With the figure of a lecturer should be widened the human dynamic and forward-thinking (futuristic) with signs he has the nature of modern, informative, passionate, and committed to the development of individuals and together. Lecturer required capable of mastering IT, or at least able to operationalize. Professors are expected to actually be able to invite all students: ready to face the challenges of the times.

As a professional lecturer, she / he is also obliged to grow within her spirit and soul as an animator. A fundamental lecturer should have wealth of knowledge and competence of the material to be taught.

In the journal Educational Leadership 1993 explained that to be professional Professor sued to have five things: (1) the Lecturer has a commitment to students and their learning process, (2) Master Lecturer in depth material/subjects should teach and know how to teach it to students. (3) the lecturer areresponsible for monitoring student learning outcomes through various means of evaluation, (4) Lecturers are able to think systematically about what it does and learn from his experience, (5) Lecturers should form part of a community of learning in the environment profession.

In terms of the professionalism, the lecturer will change the role of the lecturer who had passively lectured in creative and dynamic. Eligibility for professional lecturers will change the role of the lecturer initially as an orator to become a dynamic verbalistis in creating an atmosphere and learning

environment invitation learning environment. In order to realize the quality of education, professors have multifunction as facilitator, motivators, communicators, transformer, change agent, innovator, counselors, evaluators, and administrators.

Character education as well as social care students nowadays become very important as a result of the advent of secularization in the transformation of education in Indonesia, such as lack social, honesty with the outbreak of corruption, responsible behaviour, and creative work. Integrated education is the right way in overcoming these problems, through integrating character education into the teaching and learning process. The solutions offered are through active learning methods and care about cooperative learning. This learning model emphasizes the process rather than the results so that potentially lowering behavior such as cheating in examinations of dishonesty.

A model of character education in College as well as the internalization of academic ethics is done through strengthening educational philosophy in his capacity as general subjects become compulsory for menu all students are given on the early days of student learning in college[14]. The first model is directed to improve the quality of learning by using learning innovation Project Citizen to build the character of social care.

Third, hosts the program which is a Thematic menu P2M is mandatory. Education students ' social awareness through Thematic P2M is directed to establish a range of good character had been built at the University through the learning process while learning by doing in the life of the community.

The context of the educational unit on micro, then the value of educational programs need to be developed by basing on the following principles:

1. Sustainable development process meaning that contains the values of the character of the nation is a long process, starting from the early learners enter until completion of an educational unit.
2. Through all subjects of learning, self-development and unit culture the Education requires that the process of developing character values be carried out through curricular activities in each subject / subject, curricular and extra curricular.

The construction of the characters through curricular courses should produce instructional effect and nurturant effect, while for other subjects simply bore the impact of the companion.

3. the Value is "neither caughtnor taught, it is learned meaning that the material values of social concern was not the usual learning materials. Not solely can be arrested themselves or taught, but further internalised through the learning process." That is, the values are not made subject expressed as well as when teaching a concept, theory, fact, or procedure as in certain subjects. The educational process performed the learners actively and fun. This principle states that the process of character education carried out by learners rather than by the lecturer. Colleges can strengthen those principles in order to align with the vision, mission, goals, and strategies of College. The vision needs to be carried [14].

IV. CONCLUSION

The purposes of this study are as follows; 1) to know in detail the concerns of students of primary education to the community are realized through a variety of academic and non academic activities;

In general, the professors agree that the basic education master's degree program's curriculum needs to be done to revitalize particular more emphasis on developing students in raising awareness of the community by engaging early on in a variety of the activities of the public service and received an award in the form of a certificate or point. Professors need to play a role in engaging students in activities seminars both national and international in scope as the vehicle familiarise students get to know the life of academic and non academic from different walks of life.

2) Role in the process of internalization of ethics lecturer academic students of basic education in a range of academic activities in the campus; Based on the findings showed that the role of Lecturer should be able to give the model and guide against the ethics of the academic activities through modeling and gave tribute to the students who behave according to academic ethics, for example lecturers accustome checking out the writings of students through the plagiarism program.

3) The curriculum of basic education master's degree program need to equip skill scientific writing from the very beginning lectures such as the language as a means of scientific communication as a process of students practicing in the internalization of academic ethics. Lecturer instrumental conditioning gives students in sources of information derived from primary sources such as references and scientific journals through the analysis of the results of relevant research.

4) The role of the lecturer is very selective in involving students in community service activities on an ongoing basis so that students develop the potential for concern for the community.

The implementation of this research can provide recommendations as follows.

1. The findings may serve as one of the considerations in the process of evaluation of the program curriculum are being applied among others 1) the process of student recruitment needs to be done by meeting the standards of academic potential and adequate toefl scores and need to be interviewed by involving study programs so as to obtain an overview of candidates' competencies and commitments students in full. 2) in the lecture process, students have been involved in writing articles and participating in seminars both nationally and internationally from the beginning of the lecture.

2. Basic education courses need to have assisted the region in an effort to involve the students in the program tridharma colleges such as the activities of integrated and sustainable P2M so that students can be involved intensively. It will eventually grow out of concern for the community and student academic ethics;

3. In order to increase the role of Lecturer in any educational activities especially related to concern for society and the internalization of ethical academic, lecturer should give examples in integrity, for example no cheating, plagiarism. Lecturer get used to using the program plagiarism, for example Turnitin program, for every student tasks both individually and group.

4. Since the first semester students need to be given competence to write, compose, devise a paraphrase stesis, and conclude for instance by strengthening language courses as a means of scientific communication.

5. Mastery of the competencies developed the substance of learning psychology of learning and development of students as well as its implications in the learning of elementary school students is needed.

REFERENCES

- [1] Act Of The Republic Of Indonesia Number 20, Year 2003 On National Education System
- [2] Act Of The Republic Of Indonesia Number 14 Of 2005 On Teachers And Professors
- [3] Surya, DE., 'Lecturers 'Competence on Service Standards to Students', *Publikasi Ilmiah UNIKOM*, Vol. 6, No. 2, 2016, pp. 157-168.
- [4] Laanemets, U., & Ruubel, KK., 'The Taba-Tyler Rationales', *Journal of The American Association for The Advancement of Curriculum Studies*, Vol. 9, 2013, pp. 1-12.
- [5] Thomas R., & Lien, L., 'Alternative Curriculum Perspectives: Implications for Teachers' Curriculum Development in Taiwan', *Journal of Educational Research and Development*, Vol. 9, 2015, pp. 177-204
- [6] Panikar, P., Dev, S., & Washington, A., 'Best Practices in Curriculum Development & Delivery with Special Reference to Educational & Professional Development Department at Caledonian College of Engineering, Oman', *International Journal of Education and Research*, Vol. 3, No. 4, 2015, pp. 357-368.
- [7] Ozturk, IH., 'Curriculum Reform and Teacher Autonomy in Turkey: The Case of The History Teaching', *International Journal of Instruction*, Vol. 4, No. 2, 2011, pp. 113-128.
- [8] Klebansky, A. & Fraser, SP., 'A Strategic Approach to Curriculum Design for Information Literacy in Teacher Education-Implementing an Information Literacy Conceptual Framework', *Australian Journal of Teacher Education*, Vol. 38, Issue. 11, 2013, pp. 103-125.
- [9] Pup, Anca., 'Developing business ethics as an academic field in Romania', *Procedia - Social and Behavioral Sciences* 93, 2012, pp. 2048 - 2052.
- [10] Roza, M., 'Produktivitas Dosen dalam Melaksanakan Tri Dharma Perguruan Tinggi', *Jurnal Tarbiyah Al-Awlad*, Vol. IV, 2014, pp. 398-407
- [11] Jankalova, M., 'Academic ethics in conditions of the University of Zilina', *Procedia - Social and Behavioral Sciences* 110, 2013, pp. 568-576.
- [12] Bali, MM., 'The Role of Lecturers in Developing Student Character', *Humaniora*, Vol. 4, No. 2, 2013, pp. 800-810.
- [13] Harden RM. Curriculum mapping: a tool for transparent and authentic teaching and learning. *Med Teach* 2000;23(2), pp. 23-27
- [14] Budimansyah, D, Ruyadi, Y, dan Rusmana, N., "Character Education Model in Higher Education". Bandung: Universitas Pendidikan Indonesia, 2010.