

Implementation Of Strengthening Character Education In Students Of The Social Science Education Study Program

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Abstract. The purpose of the study was to determine the implementation of strengthening character education for students of the Social Sciences Education study program, FIS Unima. In achieving these objectives, this research was carried out using qualitative research methods, and data collection techniques including observation, interviews, documentation, and triangulation. The research informant is the Social Sciences Education lecturer at FIS Unima. 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 Social Studies Education students were: formulating semester learning plans, studying and understanding student characters, and mapping student characters; b) the main values described by the teacher in the semester learning plans and in the learning process include the basic ethical values: 1) devotion to God, 2) responsibility, 3) nationalism, 4) independence, 5) innovation, 6) democracy and 7) mutual respect. c) Important efforts made in strengthening character education for 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 Social Sciences Education study program gave a positive response or response to all the efforts we made.

Keywords. Implementation, Strengthening, Character Education

1 Introduction

As result of progress in all fields, it has led to changes and rapid developments that have resulted in the nation's character education. This is what began to be realized when there were many apprehensive events related to human character. Today there are many juvenile delinquencies, brawls, and use of illegal drugs, and many young people are entangled with narcotics and other forms of crime. This condition is certainly an inseparable part of the national education process, because with these events, of course, the world of education is also responsible, b. After all, character education is also the responsibility of the world of education. This condition makes all components of education aware of how important character education is given and instilled in students or anyone through educational institutions. This is by the vision of national education which explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation to education life [1].

The implementation theoretical process, and in connection with character education, the educational process is directed at several important things, including 1) practicing the religious teachings adopted in accordance with the stage of children, 2) to show self-confidence, 3) complying with social rules that apply in the wider environment, and 4) respecting the diversity of religion, culture, ethnicity, race, and socio-economic groups within the national scope. These are some of the

basic things that will be targeted in the educational process, including character education, which basically makes a person have good attitudes and be in other words, good character. Because character is an important thing that distinguishes humans from other creatures. Having strong character and both individually and socially are humans who have good morals and character [2].

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

The concept and application of education today must provide a broad space in developing the character of learning participants so that ethical values can be given and instilled in learning participants and in the end the learning participants will be able to apply them in their daily lives [3]. The implementation of character education is an effort made by teachers in order to provide knowledge and applied provisions for learning

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participants so that they have ethical values as capital in building the nation and building themselves to become honest people, trustworthy, have integrity, respect others, be responsible, fair and have compassion and be a good citizen. That is the important goal of character education as explained by reference [4] that the concept of character education, among others, is to make someone responsible, fair and become a good citizen.

The learning problems observed in the learning process at the Social Sciences Education Study Program FIS Unima, especially those related to the implementation of character education, can be explained as follows: (a) that the character education learning process that 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 the classroom, attitudes, and actions of learning participants who are less polite in speaking, acting in the learning process. These things will all have an influence on the efforts made by the teacher to realize the learning objectives. In the end, it will also have an influence on the learning process and learning outcomes of learning participants.

Based on learning problems as 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 character education for students of the Social Sciences education study program FIS Unima. With the aim of knowing how the strategy for implementing character education strengthening is carried out in social studies education learning, considering that students of the Social Sciences Education study program are prospective teachers who will have a lot to do with the formation of the character of students. Therefore, students of the Social Sciences Education Study Program must have a strong provision of character education as capital in carrying out learning activities at school and in community life which is increasingly advanced and developing with various existing phenomena.

The study of the problems stated above will obtain a clear picture of the implementation strategy for strengthening character education given to Social Science Education students. The implementation strategy will show the extent of the implementation or implementation of the character education strengthening strategy that has been carried out so far.

2 Research Methods

The research method used in this research is qualitative. Data collection techniques include: observation, interviews, documentation, and triangulation [5]. The research informant is the Social Sciences Education lecturer at FIS Unima. The stages of data analysis include: data reduction, data display, and conclusion drawing/verification as well as testing the validity of the research data.

3 Result and Discussion

3.1 Efforts Were Made In Understanding The Character Of Social Sciences Education Students

Based on the data display as a form of data presentation as in this study, it can be stated that there are several efforts made by lecturers of the Social Sciences Education Study Program FIS Unima in understanding the character of students. The efforts made by social studies education lecturers are as follows: 1) formulating semester learning plans, 2) studying and understanding student character, and 3) mapping student character.

The results of this study indicate that there are efforts made by the teaching staff in the Social Studies Education Study Program to understand the character of students. This effort is carried out as an effort for teachers to find out about the existence of existing student characters, and with this mapping, lecturers can formulate important character values to be developed in students. The title is set in bold 16-point Arial, justified. The first letter of the title should be capitalised with the rest in lower case. You should leave 22 mm of space above the title and 6 mm after the title.

3.2 Character Values That Need To Be Described In The Learning Process.

Based on the data display as a form of data presentation as stated above, it can be stated that the main values described by the teacher in the semester learning plan and also in the learning process for students of the Social Sciences Education Study Program FIS Unima 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) sincerity.

This shows that all lecturers in the Social Sciences Education Study Program have outlined core values to implement character education strengthening for students. All of this is done so that students have the character that is expected to become students and graduates of the Social Sciences Education study program who have positive characters [6].

Reference [7] suggests efforts to strengthen the character of students by integrating target values in the lecture process including: (1) obedient to worship, (2) honest, (3) responsible, (4) disciplined, (5) having work ethic, (6) independent, (7) synergistic, (8) critical, (9) creative and innovative, (10) visionary, (11) compassion and caring, (12) sincere, (13) fair, (14) simple, (15) nationalism, and (16) internationalism. Furthermore, it is stated about the character values applied in universities, especially in LPTKs as teacher producers, only choose the core values that will be developed in the implementation of character education, especially in each department/study program. The four core character values, namely honesty, intelligence, caring, and toughness become the basis for the implementation of character values.

3.2.1 Formatting author names and author affiliations

The style for the names is First Names, typed in italic 10-point Times, then Last Name, typed in 10-point Times, with a comma after all except the last author, which is separated by comma + "and". Do not use academic titles.

Affiliations of authors should be typed in 9-point Times. They should be preceded by a numerical superscript corresponding to the same superscript after the name of the author concerned. Please ensure that affiliations are as full and complete as possible and include the country.

3.3 Efforts Are Made In Strengthening Character Education For Social Science Education Students

Based on the data display as a form of data presentation as stated above, it can be stated that there are efforts made by lecturers in order to strengthen the implementation of character education for students of the Social Sciences Education study program. Efforts made by lecturers including study program leaders include: 1) through the formulation of study program learning outcomes, 2) through curriculum formulation, 3) through the formulation of graduate competencies, 4) through the formulation of subject 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 Social Sciences Education lecturer at FIS Unima 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 basic ethical values in an effort to build good character for the students of the study program.

Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) Chapter I General Provisions Article 1 paragraph (2) concerning learning outcomes or learning outcomes are abilities obtained through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. This is the foundation for higher education to build student competencies into four components. Learning Outcomes according to Permenristekdikti Number 44 of 2015 concerning National Standards for Higher Education consist of knowledge, attitudes, general skills, and special skills that are interrelated and cannot be separated. Students are part of the pillars of guarding the values of the nation's character as well as agents of change, of course, they must always be sensitive, care, and be part of building a good national character [8].

Character education in higher education aims to improve the quality of implementation and educational outcomes that lead to the achievement of character building [6] and noble character of students in a complete, integrated, and balanced manner, according to graduate competency standards [7]. In this case,

character education should be formulated in the curriculum, applied to educational methods, and practiced in learning. The core activities in higher education are outlined in the Tridharma of Higher Education so that all educational, research, and community service activities are carried out with character [8].-

3.4 Student Responses To Efforts To Strengthen Character Education

Based on the results of the study, it can be explained that in general, the students of the Social Sciences Education study program gave a positive response or response to all the efforts made to provide strengthening character education. Students as learning participants gave a good response to efforts to strengthen character education carried out by Social Science Education lecturers because this was seen as a student need.

Reference [9] explains the role of universities in terms of strengthening character education, where a university is a place for students to develop knowledge and solve various problems, a center for the development of scientific academic works, and universities as well as places for training or developing human resources in order to produce works that are beneficial for life. Thus students are educated and trained in universities so that students become intellectual humans who have the ability to reason and analyze, have good knowledge and have good attitudes and behavior or have good character. Siswati et al (2018) explain that the implementation of education must be integrated with attitude, behavior, and character factors. So education is not only oriented towards developing one's intellectual abilities, but also other important factors, namely character development.

With these results, it shows that lecturers as lecturers including the leaders of the Social Sciences Education Study Program FIS Unima, have planned and implemented efforts to strengthen character education in the learning process that has been carried out so far. These efforts received positive responses from students because what was planned and implemented was in order to develop characters that were beneficial to students.

4 Conclusion

In accordance with the results of the research and discussion above, some conclusions can be drawn as follows:

1. So far, the cultivation of peanuts in Kanonang I and Kanoang II villages has been well implemented. The income from each farmer is quite good and profitable.
2. The strategy used by peanut farmers in Kanonang I and Kanonag II villages is to cultivate other crops besides peanuts. There are also farmers who apply the strategy by looking for additional income outside of their work as sharecroppers. Where they call it seasonal work which is done from time to time when

there is no agricultural activity. This type of work is usually a traveling photographer utilizing the Bukit Kasih tourist attraction.

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