

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)
"INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE"
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
23-24 OF NOVEMBER, 2017
P-ISSN: 2477-3638
VOLUME: 2 YEAR 2017

**STUDENT CHARACTER GUIDANCE: THROUGH THE PORTOFOLIO PROGRAM
FOR THE ROAD WORKSHOP IN THE FITK
UIN NORTH SUMATERA MEDAN**

Mardianto

Universitas Negeri Islam (UIN) Sumatera Utara Medan, Indonesia
mardianto@uinsu.ac.id

Abstract. Students are a generation group that has the opportunity to build and develop good character. Fostering the development and development of student characters can be done by lecturers in various ways such as by integrating curriculum and learning strategies and most important is the example or role model. In the subject of Educational Psychology from four classes in the Faculty of Tarbiyah and Teacher Training UIN North Sumatra Medan, character building is done by integrating the coaching 7 (seven) minutes pre lecture. Methodology This research is a qualitative participatory research with the population and sample set directly four classes of students who follow lectures on even semester of 2016/2017. Results obtained, first; students when done through the guidance model by the lecturers will give a positive response to the characters they build. Second; 88,32% of students did not object to the transfer of values from the character portfolio to the value rubric set by UIN Sumatera Utara Medan. Third: The character of students associated with regular worship that is; read Al-Qur'an, to prayer his mother and his father, as well as dawn prayers in congregation in the mosque for men increased from 11,77% to 76,47% at the end of the semester. And this research recommends that to foster student character can be done with exemplary lecturer in worship.

Keyword: Student Character; Protofolio Program; Road Workshop

A. INTRODUCTION

State Islamic University of North Sumatera Medan (UIN SU) as one of the Islamic religious colleges in the Ministry of Religious Affairs of the Republic of Indonesia, is now undergoing a very busy change. Administrative change from institute-level institutes to universities, academic changes now carrying out educational functions with various faculties and new majors, as well as changes in culture in which all citizens experience a variety of shocks.

At the level of leadership changes are made various preparations with various regulations from the government, while at the level of lecturers and students certainly do not necessarily follow the regulations such as administrative tasks. In the midst of the change, the will of the spirit of Islam as a basis in the learning activities continues to be maintained. This is evident from the competency indicators of graduates of UIN Sumatera Utara Medan in attitude aspect; able to display the pattern of attitudes of believers, muttaqin noble character, and able to live the pattern of attitudes of believers, muttaqin noble character.

The task of a lecturer in addition to teaching, is also to educate and guide. As a lecturer certainly have the roles and responsibilities to shape the character of students well. Formation through learning planning, development of learning strategies, to the evaluation of learning, is expected to deliver students to achieve the competence of the course and lead the achievement

of the objectives of the study program, faculty to the level of UIN North Sumatra Medan. No less important is the role model that can be played by the lecturer when teaching.

Students in UIN North Sumatra Medan, are now undergoing transformation from IAIN to UIN. The change brings consequences of the academic process, one of which is the issue of student character. In this case the student is a generation group that has the opportunity to build and develop a good character also influenced by the environment or where he or she is studying.

Fostering the formation and development of student character can be done by lecturers in various ways, such as by integrating curriculum and learning strategies and most importantly an example of role models or role models. In the subject of Educational Psychology from four classes in Tarbiyah and Teacher Training Faculty of North Sumatra Medan, character building is done by integrating the coaching of 7 (seven) minutes at the beginning of each lecture meeting.

Why should seven minutes at the beginning of the course, this is an important part to give early goodness to the student experience every time he follows the lesson. Giving assignments or doing something on a regular and ongoing basis is important in learning. This leads to the efforts of activities that are part of life. In Islam when we tell others to do something then we have to start it first. In this case Allah (SWT) says in the Qur'an: why do you tell others to do good and forget yourself when you read the Book? Are not you thinking? . The basis is spelled out by the words of Prophet Muhammad SAW, that; The good deeds favored by God are sustainable even though they are few.

In the view of Islamic education Shaykh Ahmad Farid explains in the Ahlusunnah wal jamaah-based Education method, that Rasulullah when ordering something the Prophet himself to implement it. He combines between commanding something and doing it. The Prophet, only a supervisor and giving instructions, was not a bad thing for him, but he chose to be directly involved with them in order to strengthen their morale in working and expecting God's reward.

If the lecturer conducts educational activities or character building regularly every time the meeting, it is expected to have a significant influence for students. In this case the opinion in line mentions; taking a few minutes every day or every week to make notes about your thoughts or ideas should be part of your routine as a teacher. These notes will serve as a personal note to you about how your ideas or thoughts are developing and how you will become more personally involved with the actual school teacher tasks.

In one study in the United States shows that the character of students will be formed and built together if their participation is involved from the beginning of learning activities. Student leaders from across the campuses who have participated in the LoCC report that the college students and cadets reflect upon their own character strengths and virtues. How important the activity should be, this becomes an important part of the effort to shape and build the character of the students. The intensive focus on performance character strengths at the K-12 level as a tool for supporting students' progression to and through college is a relatively new one. Then Barbara explained that in developing learning tools for the techniques of preparing and implementing effective lectures, it is necessary to conduct lecturers' efforts to study management systems and collaborations as well as the learning environment. Likewise with the Kartika in his research explains that; disparities appear between the curriculums and learning outcomes for skill drilled an educator hard skill, while skills related to personal and social does not appear in the curriculum.

There is indeed discussion and even lengthy debates, that characters can be formed, developed or controlled. Is it related to the terminology of character that is always identified with value, culture, or also character. Sutarjo Adisusilo, a person's character can be formed, can be developed with a value education. Value education will lead to the knowledge of values, the value of knowledge will lead to the process of internalizing values, and the process of value

internalization will encourage a person to manifest it in behavior, and ultimately the repetition of the same behavior will produce a person's character.

Apart from the discussion of the character's terms mentioned above, the authors provide the restriction that the characters as student personalities in their daily lives are related to the religious activities that they process. Then the logic that is formed, if students are given the task to perform the worship in accordance with the manage, will contribute relatively to the development or coaching character personality. While most teachers hope to build and motivate students' intrinsic motivation toward learning, they also recognize that value is something equally important. Values establish who gets admission inside the campus, who graduated from campus.

It is clear that character building and coaching will be effective when associated with the assessment system in learning. So one of the powerful weapons to build, foster and develop the character of the student is the lecturer who enters at each meeting. Although it must be realized that the assessment guidance issued by the institution related to lecturers' duties does not describe the value of the student's character. As well as in UIN Sumatera Utara Medan, a learning assessment in which the student assessment procedure will be conducted through a 10% quiz, 25% participation in learning, 20%, semester 20% and final semester 25%. Meanwhile, in the guidance of 2016 explained that; to determine the ability and success of the students in mastering a course, then the assessment process. Assessment is done by referring to educative, authentic, objective, accountable, and transparent principles that are implemented in an integrative manner. Assessment of students done either by assessing the learning process and hail student learning. Therefore, the assessment techniques undertaken by the lecturer can be in the form of observation, participation, performance, written test, oral test, questionnaire, and others.

In our opinion, the regular worship done by the students is a part of the use of time well. In this study of worship there are at least seven activities that can be developed namely; reading and memorizing the Qur'an, praying and communicating with his parents, dawn prayers in congregation for men, fasting on Monday and Thursday praying at night. Developing routine activities as part of a daily portfolio with weekly bills each time the meeting will help the student how he plans, executes and maintains the routine of worship in his life. With this assumption, it is expected that the character of the students will be awakened, whether it is the character of honesty, discipline, until the obedience to the rules.

B. METHOD

Methodology This research is a qualitative participatory research with the population and the sample directly assigning four classes of students attending the lecture in the even semester of the Academy Year 2016/2017. UIN Sumatera Utara Medan has eight faculties, among them are faculty of Tarbiyah and Teacher Training which manage ten courses. Of the ten courses, two of them are Mathematics Education and Biology Education.

In Mathematics Education and Biology Education program teaches the subject of educational psychology as the basic of education in FITK UIN North Sumatera Medan. The subject of Educational Psychology as a faculty component with code 01000005 is taught in the second semester for Biology Education Program and fourth semester in Mathematics Education program. The number of students in this course as shown in the following table:

Table B.1. Distribution of Research Sample Population

Number	Class	Gender		Total
		Man	Women	
1	IV. Mathematics education5	4	34	38
2	IV. Mathematics education6	5	29	34
3	II. Biology Education1	2	32	34
4	II. Biology Education2	6	27	33
Total		17	120	137

This research uses qualitative approach. According to Julia Brannen that; An important factor that influences the research method is the purpose of the study. Most literature relates quantitative data to methods of hypotheses and qualitative data with an inductive-analytical method. In participative qualitative research methodologies researchers develop involved observational methods, in which the technique is directly involved in student activities undertaken by the student. Then continued with semi structured interviews. Data analysis is done by data reduction, data presentation and conclusion adopted from Huberman & Miles. To see the illustration of the state of the students this study also uses the form of forty students containing the regular worship they develop. This form is given at the beginning of the recovery and the end of the lecture meeting. Where the two form the results will be seen the level of progressive changes. From this data then analyzed and traced further a variety of unique and prominent symptoms.

C. RESULTS

This research is conducted during one semester of Academy Year, where the students follow the lecture during sixteen times two semester credit units, meaning that every 100 minute meeting of students and lecturers carry out the learning activities.

The first meeting on lecturers lectures provide vision and course missions as well as linked to continuous character building efforts. With the methodology of the portfolio along with the explanation then the students are given space to discuss some items, especially about the bill that will be met. After one semester of coaching activity, the first and last portfolio result can be given to the student can be seen as the following table:

Table C.1. Obtaining Portfolio of Student Worship.

Number	ITEM FORTOFOLIO	TS	Meeting I		Meeting IV		Enhancement
			F	%	F	%	
1	Reading The Qur'an	137	43	32,0	127	92,70	60,70
2	Memorize The Qur'an	137	109	79,56	121	88,32	8,76
3	Communicate with Parents	137	82	58,85	131	95,62	36,77
4	Pray for Parents	137	41	29,93	110	80,28	50,35
5	Implementing the dawn prayers in congregation in the mosque	17	2	11,77	13	76,47	66,00
6	Fasting 1213 (Monday, Thursday)	137	12	8,20	64	46,71	38,51
7	Prayer tahajjud	137	15	10,95	71	51,83	40,88
Average							43,14

Memorizing Al Qur'an became a student habit at the beginning of the lecture, especially the fourth semester students, because they follow the program on the faculty that the recitation of the three Juz is part of the final portfolio of the study program before the examination. While students in the second semester Biology Education just started.

It appears from the table above that the beginning of routine worship activities that are still rarely done by students until the end of the program is the fasting of circumcision only increased 38.51%. Particularly at the portfolio of dawn prayers in congregation in this mosque is given to male students. And the change in the increase of student participation in conducting worship seemed significant with the figure of 43.14%.

From the above data, the authors conclude that routine worship activities conducted from the beginning of the lecture meeting to the end, certainly did not experience a constant or permanent increase, but may be fluctuating or varied. Only with the existence of regular

coaching every time a meeting, then the activities of worship can be fostered, developed and even controlled. The activities of the activities are as follows:

1. *Delivering the vision of learning*, the subject of educational psychology education is delivered in even semesters for two courses namely Mathematics Education and Biology Education. As a faculty component course it is delivered at the beginning of the meeting, also in writing in the Semester Learning Plan (RPS). This course is to be part of the effort to create faculty goals so it is necessary to form and foster student character.
2. *Building on common commitments*, still at the first meeting, various lecture provisions including the student's final assessment portfolio were also delivered. And the main thing is the involvement and commitment of students to meet the demands of the portfolio. Among the agreed form is to agree to fill out an assessment form that the character building portfolio is also a part of the assessment to be included in the final semester score. At this meeting we directly identified a number of students who questioned the change of assessment rubric or change of designation. With the method of direct data collection (hand point), 88.32% of the students agreed or did not mind the transfer of rubric about the portfolio. This means the character building portfolio is included in the 10,% final exam scoring rubric.
3. *Controlling and controlling*, the thing that happens when the lecture runs from the second meeting until the eighth meeting, and the tenth meeting until the sixteenth meeting, then every lecturer's first meeting delivered for seven minutes about the bill of religious activity. Activity simulation is done by; the lecturer stands up and raises his hand, then asks about the item of worship to the students in the class. Who are the last 24 hours who read the Qur'an and who memorized it, who in this week performs fasting 1213 or fasting circumcision on Monday and Thursday. Especially for the man who had been doing morning prayers in congregation in the mosque.
4. *One or more students still have not done it yet*, and then follow up questions; when did you last pray at dawn in congregation mosque. And the last statement developed to all students in the class, let us pray that our brothers who do not perform the worship, then tomorrow can perform the worship as expected.
5. *Evaluating, at the eighth evaluation meeting*, interviewed five students as a sample for each class. Explore more, what constraints faced with portfolio fulfillment. Information obtained is; there are still a small number of undergraduates yet many male students have not been able to match the worship services at dawn prayers in mosques for no apparent reason. So is the fast of Monday and Thursday they have not done well. Meanwhile, to read the Qur'an and memorize it has been done and achieve significant results. There are data that students in their biology education courses are generally only a few months stay in Medan and indecent, making it difficult to cook their own morning or for dawn.
6. *Reflecting and mending*, this activity is done to provide meaningful feedback to students. At the fourth meeting, the eighth, twelfth and sixteenth we provide meaningful feedback where students are told that what they have been doing is part of worship to Allah SWT. In another part of worship that is done to control themselves in every activity and action, so also worship is to provide health and balance in life.

Pray for all students in the class in order to continue and improve the experience of practice is important. But it is also important to give hope to do'a that some of the students who have not been able to do well, so that in the future they can improve the portfolio results.

D. DISCUSSION

Planning and developing learning with character titling is a rather complex and complex task. Complicated in this case is because it requires structuring from the beginning before the lecture preparation begins, and the complex means are many related components. According to us there are at least four important parts that must be considered from the activities of education and development of this student character that is as follows:

1. Coaching planning

Lecturers who will carry out the learning at the beginning of the school year and the beginning of the semester not only prepare the material or course content. With self-functioning as an educator, the lecturer also has an obligation to perform the task of engineering various programs on the students one of them is to develop the desired character. Indeed this becomes an additional task if we only see the minimal duty of a lecturer.

2. Agreement or commitment

At the beginning of the meeting, the contract of lecture between the lecturer and the student should be designed in such a way. During this time always the subject matter of the contract is academic problems; such as completing tasks on time, are not allowed to turn on the mobile phone during learning. However, in accordance with the purpose of educational activities that are the responsibility of the lecturer, the agreement on the values to be built in the learning activities should also be recorded together. The agreement is controlled and guarded by lecturers and students.

3. Control

At each meeting a lecturer is usually required to complete one subject or material. The density of the material, and the rules relating to the delivery methodology up to the evaluation sometimes make the lecturer difficult to creativity out of the fixed rules of procedure planned. In this case when the lecturer should conduct character education, then with the discipline he should set aside seven minutes at the beginning of the lecture to give questions about the worship performed by students related to the portfolio agreed. An important note in this case, a professor is difficult when he asks who is fasting, then he should start himself that he is also fasting.

4. Classification

Furthermore, the result of this research has not revealed much how the difference of student background whether finished high school from pesantren or Madrasah Aliyah with from high school graduation, vocational school relation with participation in improvement of worship. So also with the background of students' lives whether they live with parents in college, or those who live apart with parents (indecent).

Another value that must be considered from this research is, the spirit of changing the status of institutions IAIN North Sumatra Medan to UIN Sumatra North Medan, bringing various consequences. Change is not just status, symbolic, or even political, but it gives space to debate whether it is a challenge or a hope. So are the lecturers and students when they want to nurture the character of goodness, does it maintain or start from the beginning because the institution of the big house is changing? Former Rector of UIN North Sumatera NA.Fadhil Lubis when the status change of this institution is reminiscent of all alma mater; it is important to note that the change of IAIN SU to UIN SU Medan should not abandon its identity as the center of Islamic studies. UIN SU Medan in the future must ensure that Islamic sciences such as Ushuluddin Science, Da'wah Science, Sharia Sciences and Tarbiyah Sciences must be able to develop even more advanced than what is achieved at this time. This is the commitment of IAIN SU and all IAIN SU academics.

E. CONCLUSIONS AND SUGGESTIONS

Building and fostering student character can be done by planning, developing and integrating activities into learning. Integrating character values can be developed through portfolios of routine worship activities to students by giving seven minutes at the beginning of the lecture.

Student coaching when done through the guidance model by the lecturer will give a positive response to the character they build. This study proves that 89.0% of students do not object to the transfer of values from the character portfolio to the rubric of value set by UIN North Sumatra Medan. Seven Character of students related to ordinary worship ie; read the Qur'an, for the prayers of mothers and fathers, as well as dawn prayers in the congregation in

the mosque for men increased from 12.0% to 78.0% at the end of the semester. And this research recommends that the character of the students can be done with the example lecturers in worship.

REFERENCES

- Adisusilo Sutarjo (2014), *Pembelajaran Nilai Karakter*, Jakarta: Rajawali
- Barkley Elizabet E, K. Patricia Cross, Claire Howell Major (2015), *Cobalorative Learning Techniques*, Bandung: Nusa Media. terj. Narulita Yusron.
- Brannen Julia (1997), *Memadu Metode Penelitian, Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar. (terj. Nuktah Arfawie Kurde, Imam Safe'i dan Noorhadi.AH).
- Buku Panduan Akademik Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Tahun akademik 2016/2017, Medan.
- Buku Panduan Akademik Universitas Islam Negeri Sumatera Utara Tahun akademik 2015/2016, Medan.
- Clark Shelby, Scott Seider (2014), Engaging College Students and Cadets in Training Tomorrow's Leaders of Character, *Journal of College & Character*, VOLUME 15, No. 4, November 2014, <http://journals.naspa.org/jcc> doi:10.1515/jcc-2014-0030 JCC © NASPA.
- Davis, Barbara Gross (2013), *Perangkat Pembelajaran*, Jakarta: Rajawali, terj. Elik Dianike Estuwardini Norayeni Arista dan Ali Mustadi, Developing a Thematic-Integrative Learning Module to Promote the Character of the First year Pupuls of Elemntary School,
- Farid Syaikh Ahmad (2011), *Pendidikan Berbasis Metode*, Surabaya; Pustaka eLBA, terj. Najib Junaidi
- Hajati Kartika and Dede Raghmat Hidayat (2016), *Core Soft Skill for Teacher, Identification and its Development, AISTEEL*, Unimed: First Annual International Seminar on transformative Education and Educational Leadership, Medan, 19 November 2016.
- Hall, Gene E, Linda F Quinn, Donna M.Gollnick (2008), *Mengajar dengan Senang*. Jakarta: Indeks, terj. Soraya Ramli
- Jamilah (2015), *Integrating Character Building in Pronounciation Course Through Project-Based Learning*. Jurnal Pendidikan Karakter, Tahun V, Nomor 1, April 2015.
- Lubis, NA Fadhil (2014), *Rekonstruksi Pendidikan Tinggi Islam*, Bandung: Cita Pustaka dan IAIN Press.
- Miles, MB dan Huberman AM, (1994), *Qualitative Data analysis, 2d ed Thousand Oaks, CA: Sage Publication*.
- Patilima Patilima (2005), *Metode Penelitian kualitatif*, Bandung: Alfabeta.
- Soutter Madora, Scott Seider (2013), College Access, Student Success, and the New Character, Education, *Journal of College & Character*, JCC © NASPA 2013 <http://journals.naspa.org/jcc> doi:10.1515/jcc-2013-0044.
- Suparlan Parsudi (1994), *Metode Penelitian Kwalitatif*, Jakarta: Program Kajian wilayah Amerika, UI