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**IMPLEMENTATION OF CHARACTER EDUCATION IN STUDENTS THROUGH
 INTEGRATION OF CHARACTER EDUCATION IN EDUCATION OF SCIENCE OF SOCIAL
 KNOWLEDGE IN HIGHER EDUCATION**

Ali Nasith

Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang Malang, Indonesia
 alinasith007@gmail.com

Abstract: Character education is applied in the education world to create a dignified young generation in order to educate the nation's life and aims to be a believer and devout believer, a virtuous, healthy, knowledgeable, competent, creative, independent, and citizen democratic and responsible. The value of the character education that must be developed in college includes religious; honest; tolerance; discipline; hard work; creative; independent; democratic; curiosity; national spirit; love of homeland; appreciate achievement; friendly / communicative; peace love; likes to read; care about the environment; social care; and responsibility. Integration of character education in IPS learning in higher education can be done through learning planning, including syllabus, Lecture Event Unit (SAP), and teaching materials; the implementation of learning, including preliminary activities, core activities, and closing; evaluation of learning. This corresponds to the results of observation and experience on campus researchers showing that most students when new lectures begin to not appreciate lecturers who provide material but are more busy with their own activities such as playing HP to update status on facebook or chat with friends. Or take a lecture because she does not like the lecturer by hanging out at the mall. Not to mention "cheat" during the exam because they do not master the material, or copy and paste the work of a friend.

Keywords: Character Education, Social Education, Student

A. INTRODUCTION

National Education Objectives under Law Number 20 of 2003 on the National Education System, Article 3 is to develop the potential of learners to become believers and to be devoted to God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. In this context, the aim of education is a set of educational outcomes achieved by the educators after an education event. Implicit in the purpose of the national education that through education to be realized spiritual, emotional, social, intellectual and kinesthetical intelligence. National education has a noble purpose for the individual learners, namely building a person who possesses science, enhances the technical ability, develops a strong personality and forms a strong character. The aim of education will be achieved when in education implementation of all related parties work together.

Nowadays among teachers' education, many talk about the occurrence of a moral crisis, these symptoms are shown by the fact that the lack of student attention at the time of the lesson, the activities of the shopping mall, the drug party, the free sex, the visiting bars and the discotheques, terrorism. This corresponds to the results of observation and experience on campus researchers showing that most students when new lectures begin to not appreciate lecturers who provide material but are more busy with their own activities such as playing HP

to update status on facebook or chat with friends. Or take a lecture because she does not like the lecturer by hanging out at the mall. Not to mention "cheat" during the exam because they do not master the material, or copy and paste the work of a friend.

These deviations are due to the ineffectiveness of character education in college due to the lack of proficiency and lack of professors in inserting character education when the lecture takes place. In addition it can also be because the lecturer has not been characterized. The lecturer has not been able to be a figure of example that his behavior can be modeled for his students. They prefer to show violence and bribery in the classroom, as the lecturer's opinion is always right so that when there is a protesting student immediately dropped out of the classroom or the student is late scolded when the lecturer is often late in college. Not to mention the assessment process that tends to be more cognitive only without seeing affective and psychomotor students. The orientation is just how much the student mastered a course given by a lecturer. Performance Index (IP) is a single factor determining someone's approval.

B. MATERIAL AND METHODS

1. **Problem Formulation:** (1) What is character education?; (2) How is the integration of character education in IPS education in universities?
2. **Research Objectives:** (1) To know the character education; (2) To know the integration of character education in IPS education in universities.
3. **Research Benefits:** In order for students to understand more about the importance of character education in college. So that lecturers can determine methods, and learning models that can foster character education.

C. DISCUSSION

Definition of Character Education According to Dani Setiawan (2010) in Agus Wibowo and Sigit Purnama (2013: 33-34) the term character comes from the Latin word, "kharakter", "kharassein" and "kharax", meaning "tools for marking, "" to engrave "and" pointed stake ". This word began to be used in French as "caractere" in the fourth century. When it entered English, it changed to "character" and changed to Indonesian characters. According to the American Dictionary of the English Language (2001) in Agus Wibowo and Sigit Purnama (2013: 34) character is a term that refers to the application of virtue values in the form of action or behavior. Meanwhile, according to Suyanto (2010), character is a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, society, nation and State. Based on some sense of character according to experts, it can be drawn conclusions that is meant by the character is the way of thinking or behaving which is the application of the values of kindness in one's environment. Education is an attempt to develop cognitive, affective, and psychomotor domains. The realm of cognitive domains is the growth and development of academic intellectual and intellectual abilities, the affective domain leads to the formation of personality traits, and the psychomotor domain will lead to vocational and behavioral skills. According to law no. 20 Year 2003 about Sisdiknas mentions that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. Based on the above understanding there are three things that become elements in education are: 1. Enterprises aware and planned. Education as a conscious and planned effort shows that education is a deliberate and thoughtful process. Therefore, at any level of educational activities should be planned first, both at the national, provincial, district and city levels, as well as in schools. 2. Creating an atmosphere of learning and learning process so that learners actively develop their potentials Education is a desirable education that can create a conducive learning atmosphere and support the learning process that emphasizes the liveliness of learners to develop their own potential. This means that education does not require the presence of educators as the only source of information (teacher center) but more centered on the students (student center). 3. Has spiritual spiritual strength, self-control,

personality, intelligence, noble character, and skills needed himself, society, nation and state. This component is part of the definition of education as well as describes the goals of national education. There is a dimension of God-personal, personal, and social purpose. That is, the desired education is not a secular education that separates religion from the life of the world but rather the education that forms the character of learners who are faithful and cautious. The existence of personal education (individual) that regulates how education is organized based on the personal development of learners, and social education that foster learners to be able to socialize and play an active role in accordance with skills both in the family, school, community and country. (Baseran Nor, 2013: 15). It is very clear that the implementation of education is to form human resources with character. Character formation is an effort to assist the development of the soul of both birth and mental children who are able to grow good or positive values in the child according to applicable moral ethics. The child not only knows what to do, but also understands why it is done, so the child will behave as expected. Character building is done continuously and continuously from early childhood up to college, to be well internalized in children. According Deni Damayanti (2014: 10) the formation of characters through the stages as follows: 1. At the age of 5 to 8 years implanted values that are global and spontaneous. 2. At the age of 9 to 12 years character education in the form of values of the nature of truth in the form of good or bad. 3. At the age of 14 to 16 years a child begins dilatihkan various behavior of goodness no matter how heavy. 4. At the age of 17 to 20 years children are accustomed not only do good but also realize the intent and purpose of an attitude. The definition of education.

Values of Character Value for Lecturers and Students According to the Curriculum Center of the Ministry of Education and National (2011) in Agus Wibowo and Sigit Purnama (2013: 83-84) have formulated character education materials that include 18 aspects as follows: 1. Religious; attitudes and behaviors that obedient in implementing religious teachings that are adhered to, tolerant of the implementation of other religious services, and live in harmony with other religious followers. 2. Honest; behaviors based on an attempt to establish himself as a person who is always trustworthy in words, actions, and work. 3. Tolerance; attitudes and actions that respect different religious, ethnic, ethnic, opinion, attitude, and other person's differences. 4. Discipline; actions that demonstrate orderly conduct and abide by various rules and regulations. 5. Hard work; behaviors that demonstrate genuine efforts to overcome barriers to learning and tasks, and accomplish tasks as well as possible. 6. Creative; think and do something to produce a new way or result of something that has been owned. 7. Mandiri; attitudes and behaviors that are not easily dependent on others in completing tasks. 8. Democratic; ways of thinking, acting, and acting that judge equal rights and duties of himself and others. 9. Curiosity; attitudes and actions that always seek to know more deeply and extensively from what they learn, see, and hear. 10. Spirit of nationality; ways of thinking, acting, and insight that put the interests of the nation and state above the interests of self and his group. 11. Love the homeland; ways of thinking, acting, and doing that demonstrate loyalty, awareness, and high appreciation of the nation, the physical, social, cultural, economic, and political environments of the nation. 12. Appreciate achievement; attitudes and actions that drive itself to produce something useful for society, and recognize, and respect the success of others. 13. Friendly.

Integration of Character Education in Social Studies in Social Science College (IPS) not only presents social knowledge solely, but also has to nurture students into citizens and citizens who have responsibility for society, nation and state. Thus, the subjects presented are not only limited to materials that are knowledge, but also include the values that must be attached to the student self. IPS education is the study of the combination of the sciences in the social sciences and humanities to give birth to social actors who can participate in solving socio-national problems. IPS learning aims to teach students to be good and peaceful Indonesian citizens. IPS is necessary for the successful transition of people's lives to the nation's character in accordance with national principles and spirit. Thus the students in IPS

learning are trained to solve social problems with a holistic and integrated approach from different perspectives. According to Deni Damayanti (2014: 123-124) IPS learning objectives are: 1. Learners are able to have awareness and concern for the community or the environment, through an understanding of the historical and cultural values of the community. 2. Learners are able to know and understand the basic concepts and able to use methods adapted from the social sciences which can then be used to solve social problems. 3. Learners are able to use models and thinking processes and make decisions to resolve issues and problems that develop in the community. 4. Learners are able to pay attention to social issues and issues, and able to make critical analysis, then be able to take appropriate action. 5. Learners are able to develop a variety of potential so as to build themselves in order survive which is then responsible for building the community. Character education is in line with the goal of IPS education that is to nurture students into good citizens, who have the knowledge, skills and social concerns that are useful for themselves as well as for society and for the country. To realize that goal, the lecture process is not only limited to the aspects of knowledge (cognitive) and skill (psychomotor), but also includes the moral (affective) as well as responsible aspects contained in the values of Pancasila. Character education in universities needs to involve various related components supported by the education process itself, that is curriculum, learning process and assessment, quality of campus community relations, lecture management, management of student activities, empowerment of facilities and infrastructure, and work ethic of all campus residents. Character education in colleges is also closely related to the management or management of higher education such as how character education is planned, implemented, and controlled in educational activities in college. The management includes, among other things, values that need to be inculcated, curriculum content, learning, assessment, educators, and education personnel, and other related components. Integration or integration is a conscious and planned effort (programmed) of lecturers, with the aim of integrating character education into all lectures, in the process of learning so that internalization and personalization (personal) values of the nation character to be known, understood, lived and implemented action) on a consistent basis. The development of the nation's character is integrated in every standard of competence and basic competence. These values are listed in the syllabus and Course Schedule (SAP). Integration is carried out from the planning, implementation, and assessment of learning in all subjects. According to Supinah (2011) in Siti Fatimah (2013: 369-373) the way of integrating character education in learning is as follows: 1. Learning Planning Learning planning includes syllabus, SAP, and teaching materials designed so that the content and learning activities facilitate or have educational insight character of the nation by adapting the syllabus, SAP, and teaching materials that have been made by adding learning activities that facilitate the development of values, the importance of values, and the internalization of the values of the nation's character. a. Syllabus. Syllabus creates competency standards, basic competencies, learning materials, learning activities, achievement indicators, assessment, time allocation, and learning resources. Learning that helps students to develop character changes in three syllabus components that is in the form of addition or modification (1) activity of embroidery.

D. CONCLUSION

Conclusion Character education is very important to be applied in order to restore the character of the young generation of Indonesia that has begun to wear off. With the implementation of character education in universities, is expected to be a solution to social problems that occur in society. Individuals who are good or superior character is someone who tries to do good things to God Almighty, himself, fellow environment, nation and country and the international world. The university assumes the great responsibility and obligation in giving birth to the intellectual resources, which hopefully will contribute to the improvement of the quality of Human Resources (HR) of the Indonesian nation. College graduates are expected to be able to perform their functions as renewal agents in the community. In addition, college graduates can bring enlightenment and provide a positive influence for improving the

standard of living and welfare of the community. Character education in college should be the responsibility of all lecturers. Thus there is no reason that the obligation to form the character of the graduate is only charged to certain lecturers or certain courses. Each lecturer has the obligation not only to establish competence in the field of academic and technical mastery, but also concerning personality, attitude and internalization of character values.

Should the student habituate the character life in the campus environment such as following the activities of students such as scouts, sports, papers, art and more. 2. The lecturer should be an example for the application of character education on campus, to understand well and to apply the hidden curriculum that must be in every lecture that he / she has. The habit of using learning models that support the establishment of good character in each lecture.

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