

Model of Character Educational Management in Higher Education

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Abstract— The improvement of a nation is determined by two factors, education and welfare. The essence of education is to form intelligent and character beings. which is done continuously from the basic education to higher education. This study aims to find the model of character educational management at universities. This study uses multi case study at the State University of Surabaya and the State Islamic University of Sunan Ampel Surabaya. The findings of this study indicate that character education in college must be well managed. Planning should be included in the vision, mission and goals of the university. Organizing through with internal institution of character development that work with all academic community. Implementing of Character education can be through 4 forms, first, integration of *tridharma* college in lecturing, second, integration in student activity, third, integration in applying of discipline and code of ethics, fourth, modeling. Controlling in character education is conducted through coordination and monitoring among leaders and implementers of character education at universities. This model is recommended to application in higher education.

Index Terms— Educational Management, Character Education, Higher Education.

INTRODUCTION

Education is an effort to promote the growth of manners (inner strength), the mind (intelektual), and the body of the child. They should not be separated in order to advance the perfection of children's lives. So did President Soekarno declare nation and character building to build and develop the character of the nation of Indonesia in realizing the ideals of the nation, that is a just society prosper based on Pancasila.

In the law UU no. 23 of 2003 states that the national education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of learners to become human beings who believe and fear God, morals, healthy, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizen.

Based on the mandate of the law, various efforts are made in the nation's character building, but some have not been able to run well. In general, the Indonesian people are faced with serious problems and national crises. Various problems alternately seized the attention of all the children of the nation. Lately there was even murder committed by students to his lecturer in Medan. Among students of moral decadence is no less apprehensive. Behavior of ethical, moral and legal crashing from mild to severe is still often shown by students. Plagiarism or plagiarism of scientific work among students is also still massive. All this shows the fragility of characters among students and students (Kemendikbud, 2011).

Another phenomenon that tarnished the image of students and students is the educational institution is the rise of motor gangs. Their behavior

often leads to *bullying* that disturbs society and even criminal acts such as logging, torture, and even murder (Kemendikbud, 2011).

Based on the problem, According to Hazin (2018) character education becomes a solution as effective. Character is very important in the development of a nation. The fighters, intellectuals and founders of the nation have given birth to educational programs that can make people of character. Judging from the history of the nation's journey, the fighters like Soekarno, Kartini, Ki Hajar Dewantara, KH. Hasyim Asy'ari and others have initiated the importance of character education as a means of forming the personality and identity of the nation.

Higher education has an important role in realizing the future generations that have character. This has been stated in Law Number 12 Year 2012 regarding higher education. Article 5 of the Act states that higher education aims to develop the potential of Students to become human beings who believe and fear Allah Almighty and have a noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured for the sake of nation.

Observing the development of character education in universities, it can be said that character education in several universities has been running but not programmed systemically, so it does not have a significant impact nationally. Various experiences that are owned by various universities in Indonesia can be used as a reference as a good experience (*best practice*) that can be implemented in each college (Farida, 2012).

Thus, a model that can reconstruct higher education is required to produce graduates who become agents of change with a strong and good character. This has been widely done by universities in Indonesia. For example, state universities in East Java who have experience in the application of character education is UIN Malang with the concept of *ulul albab* that is to form professional intellectuals

and scholars of professional intellect (Walid, 2011). In addition, Universitas Brawijaya, has the motto of *building up noble futures* that is building the glory of the future. In addition, the University of Jember has the motto of *tradition of excellence and quality first*.

The most basic models is how to manage the education of characters on a higher education that there are various kinds of characters. then, researchers are interested to conduct research and more in-depth study of the character education management model in college. it is expected to provide concrete steps to formulate the character education management in universities effectively and efficiently.

LITERATURE REVIEW

Educational Management

Management education can be defined as the process of planning, organizing, leading, controlling education personnel, educational resources to achieve educational goals. According to Pidarta (2004) In education, management can be interpreted as an activity to integrate educational resources to be centralized in an effort to achieve predetermined educational goals. While the order Castetter (Pidarta, 2004) educational administration is a social process that takes place within the context of a social system.

By considering the above definition, it appears that education management in principle is a form of management or administration implementation in managing, organizing and allocating resources contained in the world of education, the function of educational administration is a tool to integrate the role of all resources for the achievement of educational goals in a in particular social contexts, this means that managed areas have a distinctness different from management in other areas.

Character Building

Man was created by God to be a social being living in a society. In addition man also has a duty

as a creature of God who must worship Him. Humans are also individual beings different from others. These three human essence which requires human beings have character. Character is one aspect of human personality. Basically humans have two potentials that are good and bad. With this potential man can decide to have good or bad nature.

According Koesomo (2007) understand the same character with personality. Character as characteristic or characteristic or style, or characteristic of self from someone who comes from the formations received from environment in childhood, also innate.

Indeed character and personality are often used confusedly. There are equate between the two. According to Necomb (Mu'in, 2011) personality is the organization of attitudes a person possesses as a background to behavior. Personality refers to the organization of the attitudes of a person to act, to know, to think, and to feel especially if he is in contact with others or responds to a situation. Because the personality is the abstraction of the individual and his behavior as well as the society and culture.

This is reinforced by Kertajaya (2010) which suggests that the character is a characteristic possessed by an object or individual. This characteristic is original and rooted in the personality of the object or individual and is the engine that drives how one acts, behaves, says and responds to something.

Thus, from some sense it can be stated that the character is the value of an individual that shows a person's special personality and become a mover in thinking, acting and acting in everyday life that is formed from innate and environmental influences. A person can be said to be character if he has succeeded in absorbing the values and beliefs desired by society and used as a moral force in his life.

Model of Character Education

Character education in schools is closely related to school management. The management in question is the planning, implementation, and evaluation of character education. Form of management is how management of value construction to be invested, ways of learning, educators, and other related komponen (Barnawi and Arifin, 2012).

There are several models in implementing character education, namely: (1) autonomy model that is putting character education as its own subject, (2) integrated model that unites values in each subject, (3) extra kulikuler model that is through an additional activity oriented character building of students, (4) collaborative model that combines the three models in all school activities.

Character education model in UPI Bandung according to Dasim (2010) developed through three ways, namely: (1) through strengthening civic education, (2) optimizing counseling to the mahasiswa, (3) holding real thematic college (KKN) thematic. These three models are developed by UPI to build student character, these three things are considered the most important in building student character.

Character education model at University of Indonesia according to Wibowo (2013) developed and implemented through two main activities, namely student learning orientation (OBM) and basic program of higher education (PDPT). And Character education model in UIN Maulana Malik Ibrahim Malang according to Walid (2015) developed through three main activities, namely: (1) education program of college pesantren mix, (2) through tulbihyah ulul albab, (3) intracurricular, co-curricular and extracurricular. These three components are developed to develop the character of UIN Malang students to have 5 characters of ulul albab, namely J-CRES (Jihad, Creative, Inovative, Critis, Religious, Excellence and Smart).

METHOD

In this research use qualitative descriptive approach with multi case study type. Multisitus research is a process of collecting data and information in depth, detail, holistic, and systematic about people, groups, phenomena or events, and social. The place used in this research is different characteristic that is Universitas Negeri Surabaya which is based on teacher training and Islamic State University (UIN) Sunan Ampel Surabaya based on Islam.

Data collection techniques used are through observation, interviews, and documentation.

Air informants in this study is 21 people includes: rectors, vicerectors, deans, vicedeans, department chairman and Prodi, head of the character education institutions, faculty, staff, and students.

analysis data techniques used model of Miles, Huberman, and Saldana (2014) which includes the process of: condensing the data (merging and strengthening of data), data presentation and conclusion and verification. The validity test of data used includes: credibility test (through source triangulation and data collection techniques), *transferability* test (through the preparation of detailed, clear, and systematic research results), *dependability* test (through the overall audit of the research process), and *confirmability* test (through publication of research results).

RESULT & DISCUSSION

The result of the research is the result of data combination from interview, observation and documentation which then analyzed and tested its data validity. The results are then discussed with existing theories. To simplify and clarify, it will be discussed into 4 components tailored to the functions of management, namely planning, organizing, implementation and supervision.

Planning of Character Education in Higher Education

Planning is the most important thing in the management of character education. Planning is the relationship between what is now with how it should relate to needs, goal setting, priorities, programs, and resource allocations. Cunningham (Uno, 2012) argues that planning is selecting and linking knowledge, facts, imaginations and assumptions for the foreseeable future with the aim of visualizing and formulating desired results, the sequence of required activities and behaviors within acceptable limits will be used in progress.

Character education in college is a stage of character formation that is not less important than the formation of character at the school level. Character education in college is a continuation of character education in school. Therefore, every university should have a pattern of character formation of students in accordance with the vision, mission, characteristics of each college. Character education in college needs to be designed as a whole. That is, when students enter new territory as a freshman, in faculty, in study programs, in campus organization activities, to graduate as alumni must all be designed as a whole.

The vision and mission of the college which is the foundation of the policy of education policy must contain the hope and dream of the future of the college graduate who can balance the knowledge and character. As the two campuses are the object of this research, Surabaya State University has excellent vision in the excellent in education strong in science, while UIN Sunan Ampel Surabaya has the vision to become a prominent and competitive international Islamic university.

This is similar to that proposed by Wibisono (2006) vision is a series of sentences that express the ideals or dreams of an organization or institution to be achieved in the future. Or can be said that the vision is a statement want to be from the organization or institution.

Character education planning is done jointly between the leaders and also the entire academic community. The vision of existing missions needs to

be detailed through some guidelines and regulations that explain the character education planning, such as curriculum guidance, instructional guidance, non-academic activity guidance and so forth.

Organizing of Character Education in Higher Education

In the management of character education, there must be organizing activities and executors. Organizing is the division of tasks and responsibilities of a program within a work unit within the organization. The results showed that in the effort to perform character education in universities, there are several units as the executor of character education.

The college that is the object of research, has units that have greater responsibility for developing character education. Universitas Negeri Surabaya has a character education unit that is the center of character education development and counseling guidance services (P2KLBK), whose main task is to instill and develop the character of the students through compulsory subjects and compulsory subjects. But it also has a program for the development of the character through the others, such as seminars, training, and others. While UIN Sunan Ampel Surabaya, has a unit that is center ma'had al-jamiah (PMA). The task of this unit is to develop the character of students.

This is in accordance with Mustari (2014) Organizing is the overall activity of management activities in grouping people as well as assignment of tasks, functions, authority, and responsibility respectively with the goal of creating activities that are useful and successful in achieving the goals that have been set.

An organizer of character education in college involves a lot of units, and have their respective duties. For academic-related character education, the duty is given to the vice rector 1 (academic field), vice dean 1 (academic), head of department and head of study program and with academic staff

from university level up to department. For character education related to non-academic, that is through the guidance of student affairs, hence responsibility of vice rector 3, and some coach of student activity, and assisted by student staff from university level until majors. Cell a in it, there is also a lecturer guardian (lecturer advisor) is a controller progress of the students, both from aspects of science and character.

Implementing of Character Education in Higher Education

To carry out the results of planning and organizing, it is necessary to carry out actions of implementation or actuating activities. According Wiyani (2012) Implementation is an activity to realize the plan to be real action in order to achieve goals effectively and efficiently, so that will have value.

The result of research shows that the nature of character education in universities can be seen through 4 things, namely the lectures that integrate the tridharma of universities, the activities of student development, the enforcement of the code of ethics of students and the habituation.

First, learning m k engintegrasikan Tridharma higher education, or a so called service learning models. As mentioned by Berasategi, Alonso & Roman (2016) the service-learning methodology (SL) has a direct impact on this two aspects, as it combines both in a single learning activity based on contents, competences and values when doing tasks oriented to community service. Thus, service learning combines learning process with community service.

While in another review, Leahy (1997) service-learning is a form of experiential education in which students intentionally designed to promote student learning and development. Service-learning includes collaboration, reciprocity, and diversity. So when the collaboration or integration of the college

tridharma is done then the character education in college will be more easily realized.

Second, student training. The results of research indicate that the implementation of character education in universities is greatly influenced by the guidance outside of learning, that is through student organization and non academic / extracurricular activities. This is as proposed by Dirjendikti (2006) that the development of student affairs includes 4 things, namely: science and reasoning; talents, interests and abilities; welfare and social awareness.

Third the enforcement of student code of conduct. Code of Ethics is a written guideline which is a standard of behavior, character values and morals for college students in interaction with fellow students, lecturers, staff, alumni, community and environment in academic and non-academic (extracurricular) norms in social life.

This is, as suggested by Hunt and Vitell (Payne, 2013) theory of ethics, which, on paper, appears to be a potentially over-complicated model to implement, provided the spark for the current effort. The original model was developed for the use of marketing professionals, professors teaching marketing ethics and general business ethicists.

Fourth, Exemplary, Factor that is not less important in the implementation of character education is exemplary. The example of policy actors, ie leaders, lecturers and employees is an effective way in the implementation of character education policy in universities. As Suwandi (Zubaedi, 2011) modeling approach, exemplars by teachers are more appropriate to be used in character education. This is because the character is a behavior so that to be internalized by learners, it must be exemplified rather than taught.

Lecturers in college when they have done their duty is not just teaching, but also able to educate. Those lecturers, have given a good example. The lecturers are always disciplined,

getting in on time. This shows that the lecturers are role models for their students. The students eventually they also imitate the lecturers come on time, be disciplined. This is in line with the social learning theory quoted by Nurchaili (Hazin, 2016) of human behavior derived by means of model observation, from observing the lanin, forming new ideas and behaviors, and finally being used as a direction for action.

Controlling of Character Education in Higher Education

The results showed that in carrying out character education in order to run well, then there is supervision made by the leaders and union implementing character education, because it is expected to be a continuous evaluation and improvement. This is in the opinion of Reksohadiprojo (Mustari, 2014), the supervision is essentially an attempt to instruct the executors so that they always act in accordance with the plan and make continuous improvement.

In supervision conducted involving elements of leadership and program implementers. Leaders conduct direct and indirect evaluation. It also controls through reports made by lecturers and students. In the implementation of supervision, coordination between the implementing unit and also the leader is the main principle undertaken.

This is in accordance with Nawawi (1998) coordination is the activity of organizing and bringing personal, methods, materials, thoughts, suggestions, and ideals in a harmonious work environment, fill each other, and support each other so that work is effective and all aimed at achieving the same goals. Well run, it is necessary coordination between units and policy actors. Coordination undertaken in order to have mutual agreement in realizing the goals that have been set together.

CONCLUSION

Model of Character education management in college can run well with attention to four management functions, namely planning, organizing, actuating, and controlling. Planning should be included in the vision, mission and goals of the university. Organizing through with the internal institution of character development that works with all academic community. Implementing of Character education can be through 4 forms, first, integration of *tridharma* college in lecturing, second, integration in applying of discipline and code of ethics, fourth, modeling. Controlling in character education is conducted through coordination and monitoring among leaders and implementers of character education at universities.

ACKNOWLEDGMENT

The authors wish to thank Prof. Warsono, Rector State University of Surabaya and Prof. A'la, Rector of Islamic State University Sunan Ampel Surabaya and then Dr. Mudjito as mentors and reviewers this paper.

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