

## **Integrating Character Education in The Department of Foreign Languages**

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**Abstract:** The purpose of this research is to realize innovative learning in the Department of Foreign Languages by integrating character education. The method used in this research is an action research method with stages of planning, implementation, evaluation, and reflection. Research planning begins with socialization and in-depth discussion among lecturers of the Department of Foreign Languages about the character that will be applied. From the discussion, 10 characters were generated that could be applied with 32 indicators. The 10 characters are faith in God Almighty, obedient to worship, noble character, creative in German/French, physically and mentally healthy, independent, organized work, efficient, obedient to rules, and a useful personality. The results of the study indicate that these 10 characters cannot be applied to classroom learning because these characters have not been implemented properly and perfectly among lecturers. As it is known that character education will be effective and successful if the lecturers have applied it first, in other words the principle of exemplary applies.

**Keywords:** Character Education, Innovative Learning

### **Introduction**

The 21st century is marked as the century of openness or the century of globalization, meaning that human life is experiencing fundamental changes that are different from the order of life in the previous century (Wijaya et al., 2016). Education in the 21st century requires educational institutions to apply learning that includes complex knowledge accompanied by various skills, both higher-order thinking skills, skills in the world of work, skills in using information, media and technology in accordance with the innovative 21st century learning framework designed by Partnership for 21st Century Learning (2011). Astawan (2016) concluded 4 basic principles of 21st century learning, namely (1) Instruction should be student-centered; (2) Education should be collaborative; (3) Learning should have context; (4) Schools should be integrated with society. Another perspective, many 21st century skills include creativity, problem solving, decision making, communication, collaboration, citizenship, and personal and social responsibility, are closely related to character.

Character can be formed through character education. Character education is a conscious effort to instill and develop good values in the context of humanizing humans, to improve character and train intellectuals in order to create a generation of knowledge and character that can provide benefits to the surrounding environment. Character education can be obtained through educational institutions. Also explained in Law no. 20 of 2003, Article 3 that "National education functions to develop capabilities and shape dignified character and national civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." (Yaumi, 2018:5).

Character education is the main pillar in creating character someone through education. Wibowo (2012:34) explains that education should be an active part in preparing quality Human Resources (HR) who are educated and able to face the challenges of the times, because of education character is a system of embedding character values for all citizens community through formal or informal education, which includes knowledge, awareness, will, and action to carry out the overall value. According to Samani and Hariyanto (2013: 46) there are 18 values contained in character education as follows; Religious, honest, tolerance, discipline, hard work, independent, creative, democratic, patriotism, curiosity, friendship, peace-loving, like reading, preserving the environment, social care, recognizing its advantages, taste respect and responsibility. Of these

values, there are four synergistic values with multicultural values, namely tolerance, democracy, mutual respect, and peace. Based on some of the opinions above, it can be concluded that character education is the formation of character in a person through formal or informal education.

From the statement above, it can be understood that the presence of character education in educational institutions will form the character of students to meet the demands of 21st century education. This will shape students to be collaborative and participatory in the learning process so that learning becomes innovative and fulfills 21st century education.

Innovative learning can adapt from a fun learning model. "Learning is fun" is the key that is applied in innovative learning. If students have instilled this in their minds there will be no more passive students in class, feelings of pressure, possibility of failure, limited choices, and of course boredom. (Komara, 2014). Syah and Kariadinata (2009:16) argue that innovative learning can balance the function of the left and right brain when done in a way managing technology-based media in the learning process. So that, process of building self-confidence in students. Learning that Innovative students are expected to be able to think critically and be skilled in solving problems. Students like this are able to use clear reasoning in the process of understanding something and easy to make choices as well make decision. This is possible because of related understanding with the problems they face. Ability to identify and Find the right questions that can lead to problem solving better. The information obtained will be developed and analyzed so that you can answer these questions properly.

Students with characters like this can show ability to work effectively in diverse teams, to play flexibility and ability to discuss in achieving common goals. Therefore, it is necessary to have character education which aims to shape the character of students who are able to work together (collaborative) and are always active (participatory) in the learning process so that innovative learning will be created.

## Method

This study uses an action research model (action research). Davison, Martinsons&Kock (2004), mention action research, as a research method, founded on the assumption that theory and practice can be closely integrated with learning from the outcomes of planned interventions after a detailed diagnosis of the context of the problem. Davison, Martinsons&Kock (2004), divide Action research into 5 stages which are cycles, namely

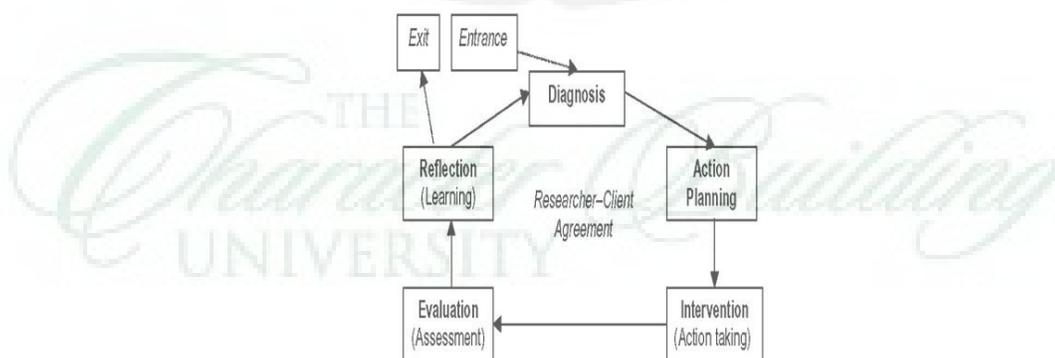


Figure 1. Action Research Stage

The first step is to carry out a diagnosis by observing the learning process to identify problems and development of learning and student character. The second step, make a plan from the results of problem identification. By paying attention to the needs and conditions of students on the results of the learning evaluation, there will be the application of innovative learning through the integration of character education. The third step, implementing innovative learning such as creating a collaborative and participatory class through the integration of character education. Furthermore, evaluating the learning process of student learning outcomes and character after character education. The final step is learning. At this stage all the criteria in the learning principle

must be studied, changes in the situation evaluated and reflected on the results of the project. The overall outcome is considered in terms of its implications for subsequent actions.

This study uses field observation data collection techniques and document study. Field observation technique is to observe field conditions to identify problems. This technique is carried out at an early stage before conducting research. Document study is a data collection technique by collecting and analyzing documents, both written documents, drawings, works, and electronics. The documents obtained are then analyzed, compared and combined (synthesis) to form a systematic, integrated and complete study.

The population and sample in this study were students of the Department of Foreign Languages Semester 4, Semester 6 and students who were preparing final project proposals.

## Result and Discussions

Student learning outcomes have been observed and evaluated by the Foreign Language Department lecturer. Based on this it has been obtained that the student learning process is still less innovative. With online learning that has been implemented, there are still many students who have no interest in participating in the learning process. This can be seen by the lack of student response in the discussion.

With this in mind, the Department of Foreign Languages implements Unimed's motto, namely "Character Building" which consists of 6 pillars to help encourage students and lecturers to be more active in lectures and in completing their final assignments. The 6 pillars are Citizenship, Fairness, Respect, Responsibility, Caring and Trustworthy. The Department of Foreign Languages seeks to break down the 6 pillars in stages with the following indicators for the stages of implementation:

Table 1. KDM-JBA Character Indicator

No	Character	Indicator
1	Believe in God Almighty (Beriman kepada Tuhan Yang Maha Esa)	<ol style="list-style-type: none"> <li>1. Acknowledging the existence of God as the creator and regulator of the universe. (<i>Mengakui adanya Tuhan sebagai pencipta dan pengatur alam semesta.</i>)</li> <li>2. Follow one of the official religions in Indonesia. (<i>Menganut salah satu agama resmi di Indonesia.</i>)</li> </ol>
2	Obedient worship (Ta'at beribadah)	<ol style="list-style-type: none"> <li>1. Discipline in carrying out the obligatory religious worship. (<i>Disiplin melaksanakan ibadah wajib agamanya.</i>)</li> <li>2. Carry out additional daily superior practices of his religion. (<i>Melaksanakan amalan unggul tambahan harian agamanya.</i>)</li> </ol>
3	Be noble (Berakhlak mulia)	<ol style="list-style-type: none"> <li>1. Get used to smiling, admonishing, and greeting (3S). (<i>Membiasakan senyum, salam, dan sapa (3S).</i>)</li> <li>2. Polite and courteous in language. (<i>Sopan dan santun dalam berbahasa.</i>)</li> <li>3. Throw garbage in its place. (<i>Membuang sampah pada tempatnya.</i>)</li> <li>4. Dress neatly according to ethics and religion. (<i>Berpakaian rapi sesuai etika dan agama.</i>)</li> </ol>
4	Creative in German/French (Kreatif berbahasa Jerman/ Prancis)	<ol style="list-style-type: none"> <li>1. Competent in German/French according to level. (<i>Kompeten berbahasa (Jerman/ Prancis sesuai level.)</i>)</li> <li>2. Write at least one scientific article in an international journal a year. (<i>Menulis minimal satu artikel ilmiah pada jurnal internasional dalam setahun.</i>)</li> <li>3. Carry out at least one community service in a year. (<i>Melaksanakan minimal satu pengabdian masyarakat dalam setahun.</i>)</li> </ol>

No	Character	Indicator
5	Physically and mentally healthy ( <i>Sehat jasmani dan rohani</i> )	<ol style="list-style-type: none"> <li>1. Proportionate activity and rest. (<i>Beraktifitas dan istirahat secara proporsional</i>).</li> <li>2. Eat and drink on time. (<i>Makan dan minum tepat waktu</i>).</li> <li>3. Consume healthy food and drink. (<i>Mengonsumsi makanan dan minuman yang sehat</i>).</li> <li>4. Do not smoke. (<i>Tidak merokok</i>).</li> <li>5. Free from the influence of narcotics. (<i>Bebas dari pengaruh narkoba</i>).</li> <li>6. Exercise regularly. (<i>Olahraga secara teratur</i>).</li> </ol>
6	Independent ( <i>Mandiri</i> )	<ol style="list-style-type: none"> <li>1. Able to meet the routine needs of daily life and incidental. (<i>Mampu memenuhi kebutuhan rutin hidup sehari-hari dan insidental</i>).</li> <li>2. Save diligently. (<i>Rajin menabung</i>).</li> <li>3. Free from the habit of "dig a hole close the hole". (<i>Bebas dari kebiasaan "gali lobang tutup lobang"</i>).</li> <li>4. Responsible for the tasks carried out. (<i>Bertanggung jawab terhadap tugas yang diemban</i>).</li> </ol>
7	Organized work ( <i>Kerja terorganisir</i> )	<ol style="list-style-type: none"> <li>1. Have a "time schedule" of daily, weekly and yearly tasks. (<i>Memiliki "time schedule" tugas harian, mingguan, dan tahunan</i>).</li> <li>2. Able to delegate tasks to the right people. (<i>Mampu mendelegasikan tugas pada orang yang tepat</i>).</li> </ol>
8	Efficient ( <i>Efisien</i> )	<ol style="list-style-type: none"> <li>1. Always on time in completing assignments. (<i>Selalu tepat waktu dalam menyelesaikan tugas</i>).</li> <li>2. Able to complete tasks based on priority scale (<i>Mampu menyelesaikan tugas berdasarkan skala prioritas</i>).</li> </ol>
9	Obey the rules ( <i>Taat aturan</i> )	<ol style="list-style-type: none"> <li>1. Work according to applicable regulations (<i>Bekerja sesuai peraturan yang berlaku</i>).</li> <li>2. Oriented to maximum results in work. (<i>Berorientasi pada hasil yang maksimal dalam bekerja</i>).</li> <li>3. Have an honest and open nature. (<i>Memiliki sifat jujur dan terbuka</i>).</li> </ol>
10	Helpful personal ( <i>Pribadi yang bermanfaat</i> )	<ol style="list-style-type: none"> <li>1. Willing to give and receive advice. (<i>Mau memberi dan menerima nasehat</i>).</li> <li>2. Always lighten the burden of others. (<i>Selalu meringankan beban orang lain</i>).</li> <li>3. Far from revenge and jealousy. (<i>Jauh dari sifat dendam dan iri</i>).</li> <li>4. Able to work well in groups. (<i>Mampu bekerja kelompok dengan baik</i>).</li> </ol>

Based on the evaluation of learning through observing in-class learning by the Department of Foreign Languages, it was stated that students and lecturers experienced changes for the better in character according to the indicators set. This is due to the process of character education for students and evaluation meetings for lecturers of the Foreign Language Department.

### Conclusion

The 21st century learning process requires students to be more active and innovative in learning in class. However, based on the observations of the lecturer in charge of the course and data from the two Study Programs, this has not been achieved in the Foreign Language

Department. There is still a need for improvement in the learning process. So that the Department of Foreign Languages integrates character education into the learning process to motivate students to be more active and innovative in class. The Department of Foreign Languages sets 10 indicators for the Character of Student Lecturers in the Department of Foreign Languages (KDM-JBA) consisting of Faith in God Almighty, Obedience to worship, Good morals, Creative in speaking German/French, Healthy physically and spiritually, Independent, Organized work, Efficient, Rule Obedient and Helpful Personal. This was done in an effort to realize Unimed's motto, namely "Character Building" and to motivate students and lecturers to be active in lectures and in completing their final assignments.

### **Suggestion**

This research is recommended for students who take part in the learning process and prepare final project proposals. In addition, it is also recommended for lecturers who teach in learning classes and guide final students.

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