

MODEL DEVELOPMENT OF CHARACTER EDUCATIONAL FOR THE STATE UNIVERSITY OF MEDAN STUDENTS

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Abstract-This study aims to obtain a model of character education. This research was conducted at the State University of Medan in three stages. The first phase of the study in 2016 aimed to obtain a set of character education instrument valid and reliable. Subject test instruments in this study were students at State University of Medan in the Academic Year 2016/2017 of 50 people. Based on the results of testing instruments available instruments character education nationality valid as many as 30 items with reliability coefficient of 0.935, instrument character education fairness valid as many as 24 items with reliability coefficient of 0.923, instrument character education honor valid as many as 25 items with coefficients reliability of 0.919, instrument character education responsibilities are valid as many as 32 items with reliability coefficient of 0.947, instrument character education concerns are valid as many as 25 items with reliability coefficient of 0.938, and educational instruments character trustworthy valid as many as 27 items with coefficients reliability of 0.955.

Keywords: education, character

1. INTRODUCTION

State University of Medan is a national educational institution which has six pillars of character, namely: nationality, justice, honor, responsibility, caring, and trustworthy, so that in 2025 became the The Character Building University. In relation to that, in 2011 had declared that efforts to make the State University of Medan as Character Builders University is in order to improve its competitiveness, both nationally and internationally [1]. The action refers to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Section 3 which explains that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man that faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. Therefore, education must improve itself reform management. In the face of the problem of human resource development, education not only proactively participate in short-term development, but it should give a deep concern for the mental and moral ethics are sublime. Law on National Education System of the above mandated that education is not only establish Indonesia intelligent beings, but also a good character, so that will be born generation of people who grew up with the characters breathe the noble values of Pancasila. Thus, a national education development efforts intellectual character, the character of the attitude and character to act to improve the competitiveness and competitive advantages of the Indonesian nation in the era of globalization Global demand for graduates of the college, which has a 2K: competence (knowledge and skills) and characters (living values), so that universities must produce graduates not only competent but also in character, so that after students graduate from college is not easily affected by matters things tend to bring the negative behavior, but the work and achievement for the advancement of society, nation and state. Global demand today against college graduates 2K that is competent (knowledge and skills) and characters (living values) [2], the universities must print the graduates are not only competent but also in character, so that after students graduate from college is not easily affected by it -things tend to bring the negative behavior, but want to work and achievement for the nation's progress. This condition makes us aware of the importance of character education for education, especially for students as prospective leaders in the future. However, in reality, Anis Matta delivered Sofyan indicated the onset of the crisis of character which is caused by: (a) the loss of models of personality that is integral, which blends the validity and success, kindness with strength, wealth of generosity, power with fairness, intelligence with honesty, (b) the emergence of antagonism in the moral education, on the one hand school or college to develop the basic ability of individuals to be productive [3]. Furthermore, Joko Widodo delivered Mulyasa states that the educational challenge ahead is not light, arguably complex, and chaotic (chaos), especially with the political situation, the executive, legislative, and judiciary that we see today, so the mental

revolution in schools is new paradigm to emerge from the downturn [4]. Thus, education is the first and primary focus in the formation of character.

In accordance with the vision of State University of Medan became a university that excels in education, industrial engineering, and culture, to realize the vision of the institution as well as make the University of Character Builders necessary efforts. Most of these efforts is the development of character education model, then uses the raw instrument to identify and map the character of students, and then performed a development model efektif character education for students based on the six pillars of character State University of Medan. In addition, the instruments default character education accountability need to be used for character education program at the State University of Medan. Therefore, in order to realize the vision as well as making State University of Medan as University Builder Character indispensable research to get the instrument character education standard, identify and map the character of students, and the development of educational models effective character for students based on the six pillars of character of the State University of Medan.

1.1 Formulation of the problem

Based on the background can be seen that most of the problems that need to be addressed in order to realize the vision of the university as well as make the State University of Medan as Character Builders University includes three things. These three things are the standardization of instrument character, identification and mapping of the character of students, and the development of character education model for students of the State University of Medan, with questions: How to make instruments as raw character education for students S1 of State University of Medan?.

1.2 Character building

Ibnu Hajar declared character is personal nature, a way of thinking and behaving that is characteristic of each individual to live and work according to standards of values and norms that exist in society [5]. The same statement Munir stated that the character is a pattern, be it thoughts, attitudes and actions inherent in a person with a strong and hard to break [6]. Thus, character is the value of human behavior related to God, himself, environmental, social and nonsocial embodied in thoughts, feelings, words, attitudes, and actions based on religious norms, laws, and culture. According to Suyanto characters as a way of thinking and behaving that is characteristic of each individual to live and work, bail in the sphere of family, community, nation and state [7]. While Purba declare character is the way to think, behave, act and are the hallmark of someone who becomes a habit and displayed in everyday life [8]. Based on these opinions can be expressed sSecara general character seen as patterns of thinking, acting, and acting which can be seen and identified by attributes. These attributes have a more detailed indicators, so that it can be measured. Susan Brown in McElmeel stating that character involves attributes: volatility (Cheerfulness), nationality (Cintizenship), cleanliness (Cleanliness), compassion (Compassion), cooperation (Cooperation), courage (Courage), courtesy, (Courinstrumeny), creativity (Creativity), dependence (Dependability), persistence (diligence), justice (fairness), generosity (generosity), helpfulness (helpfulness), joy (joyfulness), kindness (kindness), loyalty (loyalty), patience (patience), perseverance (Perseverance), timeliness (punctuality), respect (respect), respect for the environment (respect for the environment), responsibility (CSR), the pride of the school (school pride), self-control (self control), sportsmanship (sportsmanship), tolerance (tolerance), honesty (honesty) [9]. Dimerman say that the character is composed of ten attributes, namely: respect (respect), responsible (responsibility), honesty (honesty), the feelings of others (empathy), justice (fairness), initiative (initiative), courage (courage), persistence (perseverance), optimism (optimism), and integrity (integrity), altruism (altruism), humility (humility), generosity (generosity), compassion (compassion), tolerance (tolerance), wisdom (prudence), and flexibility [10]. In connection with that, universities can embed the characters through the development of academic culture. Table 1. displayed a model plan of character education in college through the development of academic culture, with a wide range of integrative activities in teaching, research, service to the community, and in extracurricular activities. Character education is integrated in the learning activities specialized subjects will be seen from the activities of the achievements to be obtained. Similarly, the strengthening of character education in the learning process subjects religion, nationality, Pancasila, social sciences and cultural basis, it should be seen from the details of the activity and the learning process is carried out.

Table 1. Character education in higher education academic development through culture

No	Activities	Value of the developed	Strategy activities	Implementation of activities
A. Education and Teaching				
1	Contract Manufacturing and Design Class Learning Program	Honesty, intelligent, critical, self-confidence, cooperation, caring, innovative	Workshops, Self	Each semester
2	Assessment Curriculum based group Intelligent areas of expertise	Hard work, cooperation, caring, critical, creative, respectful, polite	Workshops, Group	Periodic
3	Mentoring Academic	Concern, intelligent, obedience, discipline	Individuals and groups	Early semester and Scheduled
4	Assessment scientific	Field intelligence, caring, teamwork, toughness, honesty, creativity	Seminar, Discussion Forums, Workshops, Workshop	Each semester
5	Cultural Development Reading	Intelligence, caring, teamwork, toughness, honesty, creativity	Coaching	Required and scheduled in library
B. Research				
1	Student Scientific Writing (Articles, End Task, proposals student grand and Thesis)	Intelligence, honesty, resilience, creativity, caring	Mentoring, Training, Selection	In Semester 6 upwards
2	Writing journals and research proposal lecturer	Intelligence, honesty, resilience, creativity, awareness	Training, selection	Each semester
3	Textbook Writing	Field intelligence, caring, teamwork, toughness, honesty, creativity	Training, selection	Each semester
C. Community Service				
1	Job Training (PKL) and Field Experience Program (PPL)	Field intelligence, caring, teamwork, toughness, honesty, creativity	Mentoring, Training	In semester 6 upwards
2	First requests applied technology	Field intelligence, caring, teamwork, toughness, honesty, creativity	Training,	Each semester
3	Conducting Counseling Appropriate Technology	Field intelligence, caring, teamwork, toughness, honesty, creativity	Training,	Each semester

State University of Medan as part of the educational institutions through the implementation of the tri dharma college is expected to build the nation's character. Development of a national character is one of the areas of national development is very important and is the foundation of society, nation and state. There are some basic reasons that underlie the importance of developing national character, either philosophical, ideological, normative, historical and socio-cultural; Philosophically, the character development of the nation is a fundamental requirement in the process of nation because only nation that has character and strong identity that will exist. Ideologically, the character development is an attempt to embody the ideology of Pancasila in the life of the nation. Normatively, national character building is a realization of steps to achieve the country's goal, which is to protect the entire Indonesian nation and the entire country of Indonesia; promote the general welfare; enrich the life of a nation; participate in the establishment of world order based on freedom, lasting peace and social justice. Historically, national character building is a core dynamics nationality process that occurs without interruption in the period of history, both during the colonial period as well as in the time of independence. In socio-cultural, national character building is a necessity of a multicultural

nation. Development of a national character is the big idea that sparked the founding fathers because as a nation consisting of various ethnic groups with strong regional nuances, Indonesia requires a common view about the culture and holistic character as a nation. It is very important because it concerns the common understanding, views, and steps for the welfare and prosperity of the people of Indonesia. Education is organized to build character in essence aims at developing a national character to be able to realize the noble values of Pancasila. Character education function (1) develop the potential of the base in order to be good, good thoughts and good behavior; (2) strengthen and develop the nation's multicultural behavior; (3) improve competitive civilization in the association world. Character development is done with systematic and integrative approach by involving the family, the education unit, government, civil society, legislators, the media, businesses, and industry.

Ministry of National Education to explain the educational process is based on the totality of the psychological character that covers all potential individuals (cognitive, affective, psychomotor) and function in the context of the totality of sociocultural interaction within the family, the education unit, and society [11].

Categorizing the value is based on the consideration that essentially the behavior of a person of character is the embodiment functions totality of psychological cover the entire potential of the human individual (cognitive, affective, and psychomotor) and functions of the totality of the socio-cultural context of interaction (in the family, the education unit, and society) and last a lifetime. Configuring the characters in the context of the totality of the process of psychological and socio-cultural can be classified into: (1) if the heart (spiritual & emotional development); (2) if the thought (intellectual development); (3) sports and kinesthetic (physical and kinesthetic development); and (4) if the feeling and intention (affective and creativity development). The process holistically and coherently have interconnections and complementary, and each of which is conceptually a group of noble values that it contains a number of values, as can be seen in the Figure above. In connection with the State University of Medan aspires to be The Character Building University with a set of six pillars of character, the character of nationality (citizenship), justice (faerness), honor (respectful), responsibility (Responsible), caring (caring), and can credible (trustworthy). Thus, it is expected State University of Medan will have an edge in national and international competitiveness through the development of the six pillars of character.

2. METHODS

2.1. Research design

This research is the development of the research design models ADDIE (Analysis, Design, Development, Implementation, Evaluate).

2.2. Population and sample

The study population was all the students of the State University of Medan who had attended the characters in the activities of Character Development Students organized by the Vice Rector III University of Medan. The samples are part of the population that is taken by using Proportional Random Sampling is based on the nomogram Harry King at the level of significance of 0.05. In addition, for the purposes of testing the research instrument in order to obtain valid and reliable instrument drawn portion of the population which number as many as 50 people.

2.3. Data collection technique

The data collection technique used is the technique nontes be closed questionnaire.

2.4. Data analysis technique

To test the validity of the instrument items used character education correlation analysis of Karl Pearson Product Moment, while testing the reliability of the instrument is done by using a formula of Cronbach Alpha.

3. RESULTS AND DISCUSSION

3.1 Results

In the first stage of this study conducting studies and formulating the theory of instruments that will be used to collect research data. The research instrument has been compiled based on the theory and then arranged in a lattice instruments.

Table 1. National instruments characters before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Wants to cooperate	1, 3, 4, 5	4	1, 3, 5	3
2	Residing clear and formal	2, 6, 7	3	2, 6, 7	3
3	Involved in the affairs that makes the community for the better.	9, 10, 12, 13	4	9, 12, 13	3
4	Being a good neighbor	8, 11, 14, 30	4	8, 11, 13, 30	4
5	Obeys the laws and rules	14, 16, 17, 31	4	14, 16, 17	3
6	Respect the government (authority)	18, 21, 23, 32	4	18, 21, 23, 32	4
7	Protect the environment	19, 22, 24, 33	4	19, 22, 24	3
8	Proud as a college student at the University, pride of our nation and state	20, 25, 27, 34	4	20, 25, 27, 34	4
9	Maintaining solidarity in a good thing among students and the public	21, 26, 28, 35	4	21, 26, 28	3

The results of the analysis instrument nationality characters find five items that are not valid, ie: item number 4 is derived from indicators 1, item number 10 is derived from indicators 3., item number 31 is derived from indicators 5, item number 33 is derived from indicators 7, and, item number 35 is derived from indicators 9. thus, all indicators are not there are missing so it can be stated instruments national character can be used.

Table 2. Instrument character justice before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Playing accordance with the rules	1, 3, 4, 23	4	1, 3, 4, 23	4
2	Sharing and taking turns	2, 5, 6, 8	4	2, 5, 6, 8	4
3	Open-minded and listen to others	7, 10, 12, 24	4	7, 10, 12, 24	4
4	Do not take advantage of others	11, 13, 16, 18, 26	5	11, 13, 18, 26	4
5	Do not blame others and not arbitrary	12, 17, 20, 21	4	12, 14, 16, 17	4
6	Treating all people fairly	14, 15, 19, 22, 25	5	14, 15, 19, 21	4

The results of the analysis instrument of justice characters find two items that are not valid, ie: item number 16 is derived from indicators 4, and 25 derived from indicators 6. Thus, all indicators are not there are missing so it can be stated instruments of justice characters can be used.

Table 3. Instrument character honor before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Treating others with respect	1, 2, 5	3	1, 2, 5	3
2	Follow the Golden Rule	6, 16, 20	3	6, 16, 20	3

3	Tolerant	3, 9, 18, 27	4	3, 18, 27	3
4	Accept differences	4, 13, 19	3	4, 13, 19	3
5	Apply manners	17, 25, 28	4	17, 28	3
6	Using a good language to communicate	8, 14, 22	3	8, 14, 22	3
7	Taking into account the feelings of others	7, 11, 15, 24,	4	7, 11, 24	3
8	Do not carry out the threat, hitting or hurting others	12, 21, 26	3	12, 26	2
9	Perform peace agreement toward others who do anger, humiliation, and often oppose the agreement	10, 23, 29	3	10, 23	2

The results of the analysis instrument code of honor find five items that are not valid, ie: item number 9 is derived from indicators 3, item number 15 is derived from indicators 7, item number 21 is derived from the indicator 8, item number 25 is derived from indicators 5, and item number 29, derived from indicators 9. thus, all indicators are not there are missing so it can be stated instruments honor code may be used.

Table 4. Instruments character of responsibility before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Doing something should be done, and to plan ahead	1, 3, 4, 15, 21, 23	6	1, 3, 4, 15, 21, 23	6
2	Persistent and always try and do my best	2, 5, 6, 8, 14, 25	6	2, 5, 6, 8, 14, 25	6
3	Controlling himself, and disciplined	7, 10, 12, 24, 27	5	7, 10, 12, 24, 27	5
4	Think before you act and consider the consequences	11, 13, 16, 18, 23, 26	6	11, 16, 18, 23, 26	5
5	Responsible for the words, actions and attitudes	12, 17, 20, 21, 33, 35	6	12, 20, 21, 17, 35	5
6	Setting a good example for others	15, 19, 22, 25, 27	6	15, 19, 22, 27	5

The results of the analysis instrument liable characters find three items that are not valid, ie: item number 13 is derived from four indicators: item number 25 is derived from indicators 6, and item number 33 is derived from indicators 5. Thus, all the indicators there is nothing missing so that the instrument can be declared liable characters can be used.

The results of the analysis instrument character concerns find five items that are not valid, ie: item number 5 comes from indicators 1, item number 7 is derived from indicators 4, item number 14 is derived from the indicator 2, item number 22 is derived from indicators 3, and item numbers 28 is derived from indicators 5. thus, all indicators so that nothing is lost can be expressed concern characters instruments can be used.

Table 5. Instrument character concerns before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Loving	1, 2, 5, 8, 12, 21,	6	1, 2, 8, 12, 21,	5
2	Showing concern	4, 6, 9, 14,16, 20	6	4, 6, 9, 16, 20	5
3	Revealing gratitude	3, 10, 18, 22, 27, 30	6	3, 10, 18, 27, 30	5
4	Forgive others	7, 11, 13, 19, 24, 29,	6	11, 13, 19, 24, 29,	5

5	Helping people in need	15, 17, 23, 25, 26, 28	6	15, 17, 23, 25, 26	5
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Table 6. Instrument character can trust before and after trial

No	Indicator	Indicators before tryout	Total	Final instrument	Total
		Item number		Item number	
1	Be honest and do not cheat	1, 2, 5, 8, 12,	5	1, 2, 5, 12	4
2	Do not steal	4, 6, 16, 20, 22	5	4, 6, 16, 20	4
3	Reliable	3, 10, 18, 27, 30	5	3, 10, 18, 27, 30	5
4	Have the courage to do what is right	7, 11, 13, 14, 19, 24	6	7, 11, 13, 24	4
5	Building a good reputation	9, 15, 21, 29, 31	5	9, 15, 21, 29, 31	5
6	Loyal to family, friends, and country	17, 23, 25, 26, 28, 32	6	17, 23, 25, 26, 28	5

The results of the analysis instrument character trustworthy find five items that are not valid, ie: item number 8 is derived from indicators 1, item number 14 is derived from the indicator 4, item number 19 is derived from the indicator 4, item number 22 is derived from the indicator 2, and grains number 32 is derived from indicators 6. thus, all indicators are not there are missing so it can be stated instruments trustworthy characters can be used.

3.2 Discussion

Based on the analysis of data obtained items of valid and invalid items from the instruments tested character education. The results of the analysis instrument nationality characters find five items that are not valid, ie: item number 4, 10, 31, 33, and 35, bringing the total number of valid items as much as 30 items of 35 items tested. The results of the analysis instrument of justice characters find two items that are not valid, ie: item number 16, and 25, bringing the total number of valid items were 24 items of 26 items tested. The RESULTS of the analysis instrument code of honor find five items that are not valid, ie: item number 9, 15, 21, 25, and 29, bringing the total number of valid items of 25 items out of 30 items tested. The results of the analysis instrument liable characters find three items that are not valid, ie: item numbers 13, 25 and 33, bringing the total number of valid items of 32 items of 35 items tested. The results of the analysis instrument concern characters find five items that are not valid, ie: item numbers 5, 7, 14, 22 and 28, bringing the total number of valid items of 25 items out of 30 items tested. The results of the analysis instrument trustworthy characters find five items that are not valid, ie: item number 8, 14, 19, 22 and 32, bringing the total number of valid items as many as 27 items of 32 items tested. Furthermore, based on the reliability test results obtained reliability coefficient national character education instrument amounted to 0.935; Instrument reliability coefficient of 0.923 justice character education; Instrument reliability coefficient of 0.919 honorary character education; educational instrument reliability coefficient of 0.947 characters responsibility; Instrument reliability coefficient of 0.938 caring character education; Instrument reliability coefficient trustworthy character education at 0.955. The results of a study that found that character education instrument valid and reliable to be used for variable data capture research. Based on the results of logical analysis of the items and valid indicators of research variables, it is known that the test items are valid have met to measure each indicator.

4. CONCLUSIONS

Based on the results of rational analysis and statistical analysis can be concluded that educational instruments nationality character, the character justice, honor code, code of responsibility, caring character and trustworthy character has fulfilled its function as a valid and reliable instrument.

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