

## DEVELOPMENT CHARACTER EDUCATION MODEL IN UNIMED BASED SIX CHARACTERS FOR ENHANCING CREATIVITY STUDENT ACTIVITY

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**Abstract-**This study seeks to find a model of development of the creativity of students Unimed involved in the activities of student activity units, namely in the form of model development of character education at Unimed based on the six pillars of character to enhance the creativity of students in student activities unit. The method is applied to achieve the above objectives, applied methods of research and development by following the steps preliminary surveys, media planning, media testing, validation media, and socializing. In the first year the study has found an early prototype model of character education at Unimed based on the six pillars of character in the improvement of student creativity in units of student activities. The study was planned for three stages. At the first stage in the first year analyzing the model of character education that most appropriately used in the development of the creativity of students involved in student activity unit, through a survey of preliminary studies, analyzing the instrument of accession, identifying characteristics and behavior of early college students, then proceed with the design creation early models of character education at Unimed based on six pillars of character to increase the creativity of students in student activity unit.

**Keywords:** six pillars of character, creativity, student activity unit

### 1. INTRODUCTION

Character education is now absolutely necessary not only in educational institutions, but also at home and in the social environment. Currently, participants no longer a character education early childhood through adolescence, but also adults. This shows that character education is required for the survival of the nation of Indonesia. The era of globalization increasingly demanding need for character education so that graduates at all levels can compete with colleagues in different parts of the world. Order human resources next few years requires a good character. In this case, the character is the key to individual success. A good character can be developed through proper education model. Can definitely say that the character of the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, environment and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs. Education is one of the main vehicle to develop the character.

In addition to scientific activities, one pattern of character development can be done through encouraging activity in the character education in extracurricular activities in student organizations and the Student Activity Unit. Thus, in addition to academic achievement or creativity, character development created as a companion impact of student activities. At Unimed, there are 12 student organizations and one Student senate of the university, which each have a program that is conducted annually. Based on the annual report in 2015, almost every student organization only perform routine activities that are formalities. Some of them, the celebration of the 26th anniversary and the inauguration of a new crew Forces XXVI and the management activities of the organization.

Therefore, it is necessary the existence of a university policy in developing the model of character education at the State University of Medan based on the six pillars of character to enhance the creativity of the students.

Based on the above background, the problem formulation of this research is to develop a pattern of character education at the State University of Medan based on the six pillars of character to enhance the creativity of students in student organizations.

Based on the problems there have been many efforts made to establish the characters in Unimed. So is the case with the increase of student creativity. However, both of these things are always done separately. Unimed is a university that has 12 student organizations and one student senate at the university level. During this character education is always given to the organization's management students, especially students who take charge of the university level. Creative activities also always given to students caretaker unit of student activity. Based on this, it is necessary there is a model that can enhance the creativity of the students involved in the improvement of student creativity. There is a positive correlation between the character and creativity [1]. Based on these quotations is necessary to design an educational model Unimed particular character who has six pillars of character. Model of character education is not only to shape the character of the community Unimed but will need six pillars of character that has become the motto of Unimed and is already imprinted on student self Unimed especially students involved in student activity units are used as reference in improving creativity.

## **2. LITERATURE REVIEW**

### **2.1 Character building**

Character education is done by habituation to behave positively and avoid negative behavior. The Character Education Partnership make up 11 principles of effective character education, namely: (1) promote the values of the code of conduct is based on positive character; (2) define the character comprehensively for thinking, feeling and behaving; (3) using an approach that is effective, comprehensive, intensive and proactive; (4) creating a caring school community; (5) provide opportunities for students to perform and develop moral action; (6) develop a challenging and meaningful curriculum for help so that all students can achieve success; (7) generate intrinsic motivation of students to learn and be a good person in the environment; (8) encourage all teachers as professional and moral community in the learning process; (9) stimulating the growth of transformational leadership to develop lifelong character education; (10) involving family members and the community as partners in the education of character; (11) evaluating the character of the school community to obtain information and education business ventures devise next character [2].

On the other side of the instigators of character education put forward nine important pillars of character education. Ninth important pillar in the form of character education; (1) responsibility, (2) respect, (3) fairness, (4) courage, (5) honesty, (6) citizenship, (7) selfdiscipline, (8) caring, and (9) perseverance [3].

The character education is moral education plus, namely involving aspects of knowledge (cognitive), feeling (feeling), and action (action)[4]. Thus, character education can be interpreted as an effort that is designed to systematically and continuously to establish the personality of students to have the knowledge, feelings, and actions that are based on the norms prevailing in society sublime.

### **2.2 Success Indicators Character Education**

The success of character education in Indonesia has not been measured objectively. A comprehensive study of the level of basic education to higher education and covers the whole of Indonesia has not writers get. In this case the question is whether this character education can be measured success? Melinda and Berkowitz examined 78 scientific articles representing 39 programs / methods are called effective character education and concludes that measure the success of character education is not easy, but it can be inferred is a character education program can be run successfully[5].

Additionally, revealed some of the conditions in schools that are non-curriculum that supports the successful implementation of character education, namely: 1) the campus culture and interpersonal practices that ensure that students are treated with care and respect. 2) Faculty, staff to be a model of good character for students, animate values in daily interactions with students, 3) gives students the opportunity to have the autonomy and influence in the management of higher education such as providing a container to accommodate the aspirations of students, 4) gives students the opportunity for reflection, debate and collaborate on finding a solution moral issues, 5) sharing a vision and a sense of collectivity and responsibility, 6) social skills training means campus training for students who aim to allow students to undergo adjustments to long term by strengthening the skills of problem-solving

interpersonal, 7) to give more opportunities to the students to participate in the community service activities by campus can raise moral behavior [5].

### **2.3 Character Education In Higher Education**

According to states university world is a place of nurturing, educating and training students to be students who have a high reasoning power, sharp analysis and comprehensive [6]. Unfortunately college less provide a portion of the character formation of students. Even Arthur States that if a promising college student character formation and development as has happened in the UK, all of it was just rhetoric modern university institution. Meanwhile, Indonesian society is still pinning its hopes on higher education as a training and education of her son become intellectuals who have high science and commendable behavior. Ironically there is no college that ensures graduates have good moral ethics. Therefore, the implementation of character education at the college will meet the challenge. Schwartz suggest a few things that cause of character education in college will meet the constraints for their fallacy, namely:

- a. A person's character is formed prior to getting into college and it is the responsibility of parents to shape his character.
- b. Universities, especially lecturers, has no interest in the formation of character, because they were recruited not to do so.
- c. Character is a term that refers to a particular religious or conservative ideology, while the colleges in the West in general to break away from a certain religion or ideology [7].

### **2.4 Six Pillars of Character Education**

Character education is not a new thing. Since the beginning of independence, the old order, the new order, and a period of reform has been carried out with names and different forms. But until now, have not shown optimal results, it is evident from the social phenomena that exhibit behaviors that are characterized as mentioned above. In Law No. 20 of 2003 on the System of National Education has confirmed 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 in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. However it seems that the educational efforts undertaken by the institution and other institutions not yet fully direct supervisors and comprehensively devote attention to the efforts to achieve national education goals.

Unimed as one of the best teacher education institutions in Indonesia, also took part in developing the nation's character to have a goal of becoming "The Character Building University". Thomas Lickona, Schaps, and Lewis more decomposed state that character involves an element of "knowledge, feeling, loving, and acting". This aspect is translated into nine pillars of character: (1) God love, loyalty; (2) the responsibilities, best, discipline, self-reliance,; (3) trust, trustworthiness, honesty, and tactful; (4) respect, courtesy, obedience; (5) love, compassion, caring, empathy, generosity, moderation, cooperation; (6) confidence, assertiveness, perseverance creativity resourcefulness, courage, enthusiasm, determination; (7) leadership, justice, citizenship; (8) kindness, friendliness, humility, modesty; and (9) tolerance, peacefulness, unity. The character education and familiarized cultivated in homes, schools, communities, and businesses. More specifically, these intelligences can be associated with the pillars of character education. According to Major there are 6 pillars of character education is described as follows:

- a. Trustworthiness. The first pillar contains the following elements: 1) honesty, which reflects an unwillingness to lie, cheat, or steal; 2) reliability, which includes the fulfillment of commitments, compliance with the rules and code of ethics binding; 3) the courage to act on the basis of truth; 4) development of a good reputation; and 5) fidelity, whether family, friends, and country.
- b. Respect. This is a character builder components 1) respect and treat others with respect; 2) be tolerant and accept differences; 3) well-behaved and avoid harsh words; 4) consider the feelings of others; 5) did not threaten, hit or injure another person; and 6) hold grudges, do not insult other people, and not to impose on other people's disapproval.



- c. Responsibility. Responsibility understood in several perspectives such obligations, planning, toughness, trying to do the best, self-control, discipline, thinking before acting, responsible for the words, actions, and attitudes, and be an example for others.
- d. Fairness. Definition of fairness is a willingness to do justice for themselves and others. Measures fair this is indicated by the willingness to follow the rules of the game, giving a chance to yourself and others, be open-minded (wants to hear someone else), not exploit other people, do not blame others arbitrarily, and treat others fairly.
- e. Caring. In the real concern is characterized by friendliness/kindness, sympathy and empathy, gratitude, willingness to forgive others, and helping people in need.
- f. Citizenship. Values sense of unity is manifested in the form of a real contribution to create a community where he is getting better, cooperate with others, engage in social activities, stay up to date, be a good member of society, comply with the laws and regulations invitation, leaders appreciate, care about the environment, and volunteerism [8].

## 2.5 Character Education Model

Character education is a lifelong education, as a process towards the perfect man. Therefore, education and exemplary character requires a touch start early adulthood. The period of the most sensitive and decisive is the education in the family that is the responsibility of parents [9]. On the other hand mentioned that character education should be an integral part of education over the generations. Education is the humanitarian issues that must be approached from a human development itself. Character education teaches habitual ways of thinking and behavior that help the individual to live and work together as a family, community, and state and help them to make decisions that can be accounted for.

A character education contains three main elements, knowing the good, loving the good, and doing the good. Character education is not just to teach what is right and wrong to the students, but more than that character education inculcate the habit about the good so that learners understand, able to feel, and want to do good [10]. Thus, character education carries the same mission with Moral Education or Moral Education.

Character as understood Cronbach, not the accumulation of separating habits and ideas. Characters are aspects of personality. Beliefs, feelings, and actions actually related to each other, thus changing the character as well as the reorganization of the personality. In contrast to understand the character in three things are interrelated, namely moral knowing, moral feeling, and moral action [11]. Based on these three aspects, it can be concluded that a person of good character is moral knowing, moral feeling, and moral action. These three components would lead someone has a habit of thinking, habits of the heart, and the habit of acting, both addressed to the Almighty God, ourselves, others, the environment, and the nation.

Character education models were examined according to age levels of the various research results can be reformulated in a wide variety of character education actions [12]. Some examples of strategies that can be done to educate the character can be seen in the Table 1.

**Table 1.** Character Education Strategy Study by Age

No	Karakter	Character Education Strategy by Age		
		Children	adolescnet	Adult
1	<i>Trustworthiness</i>	Train children to convey a message or surrogate	Giving the task of leading the group.	Delegate for the competition / contest
2	<i>Respect</i>	ay hello, kiss the hands of each meeting friends or relatives.	Be polite, especially to older people.	Comply with the code of conduct association.
3	<i>Responsibility</i>	former drafting tool toy itself.	Giving picket duty class / homework.	Giving the task with a certain time limit.
4	<i>Fairness</i>	Divide the food with the same amount to a relative/ friend.	Dividing the task groups according to ability.	Dividing the task groups according to ability.
5	<i>Caring</i>	Allowing the game tool borrowed a friend.	Helping orphanages, helping a friend.	Volunteering, volunteer corps.
6	<i>Citizenship</i>	No scrambling, caving in,	Following the flag	Obeys the rules,

		patiently waiting their turn.	ceremony or scout.	discipline.
7	<i>Honesty</i>	May not take the property of others.	Restoring items borrowed / found.	Do not cheat, copying work friend.
8	<i>Courage</i>	Try the various tools challenging game.	Try a variety of sports / activities that are challenging.	Leading the discussion, gave a challenging task.
9	<i>Diligence</i>	Playing, dancing, reading Figure books with a routine schedule.	Multiply the positive activities, extra-curricular activities.	Give lots of positive activities, distribution of talent.
10	<i>Integrity</i>	Recounted what had happened.	Maintaining the integrity of oneself	Maintaining the integrity of the self.

## 2.6 Understanding Creativity

Creativity is the ability to create something new, whether it be the idea and the real work is relatively different from what already exists [13]. Creativity is the ability to think which implies a high level of escalation in the ability to think, is characterized by a succession, discontinuities, differentiation, and integration between the stages of development.

The definition of creativity that represent a consensual definition and conceptual definition proposed by Stein, namely "The creative work is a novel work that is accepted as tenable or useful or satisfying by a group in some point in time" [14]. Dimensions creativity by definition is reflected on the criteria of creativity, which is novel, tenable, useful and satisfying. On the other hand, consensual dimension expressed through words that is accepted by a group in some point in time. Meanwhile. Creativity is an experience in express and actualize individual identity in the form of an integrated among themselves relationships, nature and other people [15].

Creativity is a concept that is pluralistic and multi-dimensial, making it difficult to define operationally [16]. A simple definition is often used widely on creativity is the ability to create something new. His form is human action. Through a creative process that takes place in the mind of the person or group of people, creative products created.

Characteristics of creativity can be grouped into two categories, cognitive and non-cognitive. Cognitive characteristics including originality, flexibility, smoothness, and elaboration [17]. While non-cognitive traits such motivation and creative personality creative attitude. Based on some of the definitions above, we can draw the conclusion that creativity is a mental process of individuals who give birth to ideas, processes, methods or new products effective that is imaginative, flexible, succession, and discontinuity, which is useful in a variety of fields to solving a problem. So creativity is part of one's business. Creativity will be art activities when a person first requests.

## 2.7 Criteria Creativity

Determination of creativity involves three dimensions: dimensional process, person and creative products. The creative process as the criteria of creativity, then all the products of the creative process is considered as a creative product, and the person is referred to as a creative person. Identical to the creative process of thinking, which is a type of divergent thinking are trying to look at the various dimensions of diverse or even contrary to be some new thinking.

Dimensions person as the criterion of creativity is synonymous with creative personality. Creative personality according to Guilford includes cognitive and non-cognitive (interests, attitudes, quality temperamental). Creative people have personality traits that are significantly different from those who are not creative. Personality characteristics have become the criteria to identify creative people. Creative product which refers to the act results, performance, or the work of someone in the form of goods or ideas. This is the most explicit criteria for determining one's creativity, so-called peak criteria (the ultimate criteria) for creativity.

Criteria creativity other opinion divided into two types, namely concurrent criteria based on the creative product that is displayed by a person during his life or when he completed a creative work; The second concurrent criteria based on the concept or definition of creativity that translated into indicators of behavioral indicators creative.

To be a creative individual, the thinking skills needed to flow smoothly, freely, and the original idea derived from nature's own mind. In addition, according to Guilford with the factor analysis identified five traits that characterize the ability of creative thinking, namely:

- a) Smoothness is the ability to produce a lot of ideas.
- b) Flexibility is the ability to apply a variety of approaches and or the solution to a problem.
- c) originality is the ability to give birth to original ideas as the ideas of its own and is not a cliché.
- d) elaboration is the ability to explain something in detail.
- e) redefinition is the ability to examine / look back on an issue in a way and a different perspective to what is already common.

As the subjects in this study were all students are members of student organizations based on students' ability to explore creative ideas that manifested in a proposal Student Creativity Program held Kemenristekdikti [18]. Student Creativity Program requires that college graduates should have academic knowledge, skills of thinking, management skills, and communication skills. Shortage of any one of the four skill / proficiency can lead to reduced quality of graduates. Synergism will be reflected through the ability of graduates in speed or finding solutions to problems that it faces. Behavior and thoughts that indicated there would be constructive realistic, unique and useful and can be realized. Creativity is an integrative incarnation of the three main factors in man, namely: thoughts, feelings, and skills. So that students can reach the creative level, factors thoughts, feelings factors, and factors of skills aligned to be optimal in an activity named student creativity program.

## **2.8 Objectives And Benefits Research**

### **a. Research Purposes**

Operationally, the aim of this study are:

- a. Generate Model Character Education at the State University of Medan-based Six Pillars of Character To Increase Creativity Student.
- b. To determine the results of the implementation of Model Character Education at the State University of Medan-based Six Pillars of Character To Increase Creativity Student.

### **b. Benefits of Research**

The achievement of the above study, the benefits of research can be obtained as follows:

- a. To contribute to the development of the theory of character education in order to increase the creativity of the students in the student activity unit consisting of a model of character education at the State University of Medan-based Six Pillars of Character for enhancing creativity student activity units.
- b. The results of this study are expected to be used as a reference for the faculty of environmental University of Medan in designing and implementing character education in promoting creativity in the student organization at the faculty or department.

## **3. METHODS**

### **3.1 Types of research**

Based on the formulation of the problem and research objectives are set, then this research, including research & development (Developmental Research). The products of this research is the formation of character education model based on the six pillars of character education to enhance student creativity Unimed.

### **3.2 Development Model**

The method used is the method of development. The development model used is a model development Borg and Gall were modified. The steps of the stages of development are as follows: 1) Research and information collecting and 2) Collect Preliminary Information, in this case carried out a study of the problem to be studied, 3) Planning, At this stage related activities with the formulation of skills and expertise related to the problem, 4) Develop preliminary of product at this stage, will be developed form the beginning of the development model of character education, 5) Preliminary field testing, These stages stage trials on a limited scale based on observations or questionnaires, 6) Main product revision At this stage, will be assessed and improvements made to the education model starting character is generated based on the results of early trials, 7) Operational product revision, At

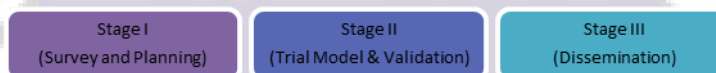


this stage will be carried out repairs / improvements to a wider test results, 8) Final product revision, At this stage will be improvements to the educational model developed character, 9) Dissemination

### 3.3 Systematics Research

This study will involve the students in the student activity units actively, either in a preliminary study, instrument development, program development activities in the form of a draft model of character education, testing until the final design. Systematize the research to be carried out as follows:

This research was conducted three stages. Each stage of the implementation of the year.



### 3.4 Data Collection and Analysis

Measurement of the effectiveness and practicality of the model of character education to enhance the creativity in this study, it was developed and drafted some research instruments to be used in research. The instrument used in this study include (1) a questionnaire earlier investigations regarding the character of students to the coordinator unit student activities and student senate university level, (2) questionnaires initial investigation of the character of the students for the students in the unit student activities and student senate university level; (3) questionnaire earlier investigations of creativity of students for student activities coordinator unit and the student senate university level, (2) the initial investigation questionnaire about students' creativity for students who are members of the unit student activities and student senate university level.

## 4. RESULTS AND DISCUSSION

### 4.1 Results of Preliminary Investigation Activity student organizations

In this stage of the study, the results pre survey about character education in the development of the creativity of students in student activities at the university level who are members of a student organization that is ongoing at Unimed.

Some program activities performed on each student organizations are described as follows: 1) the activities carried out Islamic student associations Ar-Rahman, among others: Concert of Islamic art, the selection board, and engaged in activities of a religious holiday; 2) the activities carried Protestant Christian student organizations, among others: Event organization management, optimization of project management activities of student organizations, election officials, and involved in the activities of religious holidays; 3) activities undertaken Unit Catholic Christian student activities, among others: Anniversary Celebration of St. Martinus Unimed student organizations, Regeneration, the General Meeting of Members, officials Inaugural student organizations, and engage in activities of a religious holiday; 4) the activities carried Units student activities Marching Band, among others: Inauguration of the New, New Member Reception, joint exercises Colour Guard Marching Medan city; 5) the activities carried out Nature Lover student organizations, among others: School Visit conservation and go green Unimed, Training Sarca, rafting competitions; 6) activities carried student organization Regiment students, among others: Exercise Fitness Regiment Satya Nagara Unimed in Sibolangit, Selection of new members Garuda Sakti XXVI Student Regiment Satya Nagara Unimed, Pre-Primary Education Military Garuda Sakti XXVI regiment Satya Nagara Unimed, Acceptance Unit Members Menwa 2013 Student Satya Nagara Unimed, and engaged in ceremonial activities for national holidays ; 7) activities carried student organization Volunteer Corps Indonesian Red Cross, among others: Basic training leadership KSR PMI Unit Unimed, social service KSR PMI Unit Unimed, Blood donors KSR PMI Unit Unimed, basic education KSR PMI Unit Unimed, and engage in health activities in various activities in Unimed; 8) activities carried Scouts student organizations, among others: The campsite Wirakarya Competition achievement Scout camp; 9) the activities carried out theater student organizations, among others: the inauguration of the governing body daily, single

Staging "CLEAR MORNING" race "Rage Theater"; 10) activities carried out student organizations, sports, among others: Education and training of student organizations Sports Unimed, Education and training rescue in the water members of student organizations, sports, activities reception cadre new members of student organizations, sports, tournament volleyball trophy student organizations, sports; 11) activities carried Creative student organizations, among others: Printing magazine creative, creative Journalism Training basic level, birthday celebrations and the inauguration of a new crew, creative magazine printing; 12) activities carried out student organizations fighting degrees include: Basic education student organization fighting degrees unit training Unimed, routine exercise 3 times a week in preparation for the month of June of student organizations Tarung Derajat Unimed, activities go together and celebrate the birthday of a family sport Tarung Derajat; 13) Student Senate activities the university level, among others: seminars leadership, creativity campus arena.

#### **4.2 Results of Preliminary Investigation of Character Education at Unimed**

Unimed is a college that has the slogan "the character building university". Pillar of Unimed character set consists of six pillars: 1) trustworthy, 2) Respectful, 3) Responsibility, 4) Fairness, 5) Caring, and 6) Citizenship. Some activities are regularly performed on development and development has been done in Unimed related to character education, among others: 1) the development of character for scholarship recipients, 2) development of character for regular students, 3) development of the student characters student organization committee. The results of the analysis obtained from the field indicates that the faculty coordinator of student organizations stated that the character of students involved in student organizations greater concern are the attitudes and behavior so that it is necessary there is a model of character education in shaping the souls of the character so that it can be an example for other students.

The results of the analysis of the field granted to 52 students organization committee of students and the student senate university level indicates that the student who joined the student organizations and the student senate university level stating that the character of students involved in student organizations need to be based on joint activities so necessary No model of education in shaping the character of the souls of character so that it can be an example for other students.

#### **4.3 Results of Preliminary Investigation of Student Creativity on Student organizations**

Unimed student development pattern is based on three things: 1) Sector and Scientific Reasoning; 2) Field of Talent and Interest; 3) Welfare; 4) The Social Care Sector; 5) Supporting Field. In addition to the students directly involved in these activities, the university also try to involve student activity unit under the auspices of the vice rector of student affairs unit.

The results of the analysis obtained from the field indicates that students who are members of student organizations stated that the creativity of students involved in student organizations still need to be improved.

#### **4.4 Results of Preliminary Investigation of Character Education Model Development Instrument**

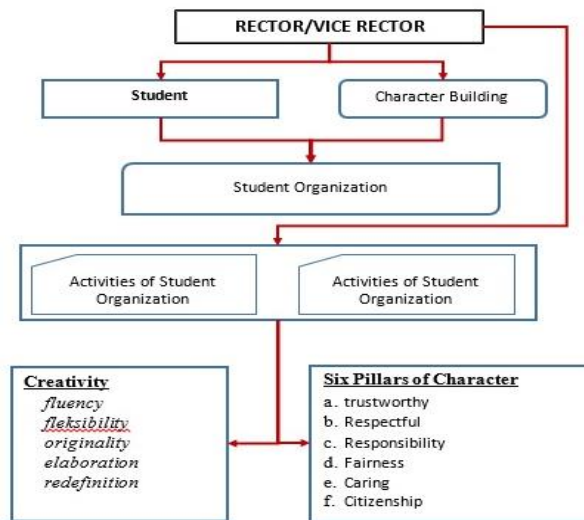
Instrument development of character education model involves the six pillars of character education is the first pillar is believed by some indicator of which to be honest, not deceitful, unreliable, dare to do right and high loyalty. The second pillar instruments in the preparation of model development are the pillars of respectability by several indicators including respect for others, tolerance of differences, manners, respect other people's feelings, do not give threats or harm another person, the consensus for creating peace. The third pillar instrument in the preparation of model development are the pillars of responsibility by several indicators.

#### **4.5 The design Results in the Character Education Model Based Enhance Creativity Six Pillars of Character Education in Student organizations**

Vice rector for Student Affairs is the leader responsible for the implementation and achievement of the programs in the student unit Unimed, both routine programs of Kemenristekdikti, Unimed, even programs that are designed by a student organization. Based on the analysis of theoretical models of the character education (Lickona, Zamtinah et al, and Mulyatiningsih) and the results of performance



of activities in 2015 and 2016 Unimed student organizations, researchers designed an educational model based character six character education to enhance the creativity of students in student organizations Unimed as follows:



**Figure 1:** Design Character Education For Students Organization Unimed

#### **Phase I:** Selection Members

Selection of members of any student organization is an important factor in supporting the formation of character and enhancing creativity. This selection includes creativity and self-assessment tests to determine the condition of the initial characters of character and creativity of each prospective members of student organizations.

#### **Phase II:** Training

Before the students who have passed the selection a member of student organizations, were given training in one of the regular program Unimed, the character education for student organizations. This activity is designed to prepare each student organization members have experience in the implementation of character education and creative expression.

#### **Phase III:** Planning Work Program

With character and creativity start already owned by each member of the student organization coupled with our experience during the character education, all students are given the responsibility and authority to handle the existence of any student organization, shall designate each annual work program which is based on the six pillars of character education so that increased creativity any student organization. Indicators work program every student organizations should be tailored student programs that have been outlined by Kemenristekdikti. For example, one indication that a student organization has showed creativity by looking at their quantity in the activities of the Student Creativity Program seven fields each year.

#### **Phase IV:** Implementation of the Programme of Work

At this stage, every student organization implementing the annual work program that has been designed. Of course, any implementation of the program should be based on the six pillars of character education and positive impact in enhancing creativity.

#### **Phase V:** Monitoring and Evaluation

Team Vice Chancellor for Student Affairs is scheduled to be monitoring and evaluation for each annual work program of each student organizations. At this stage, team Vice Chancellor for Student Affairs adjust the implementation and results of each program work with any program of work that has

been designed. Each mismatch implementation and the results that have been designed with input into the activities to be followed up.

**Phase VI:** Follow-up At this stage, every student organization to clarify any input from the monitoring and evaluation team as things that need to be corrected in the implementation and achievement of the results of the work program the following year.

## 5. CONCLUSIONS

Formulation of the problem and the purpose of this research is to produce the development of model or pattern-based character education at Unimed six pillars of character to enhance the creativity of the students. Thus, the conclusions of this study are translated as follows: (1) Generated Model Based Character Education at Unimed Six Pillars of Character For Improved student in student organizations. (2) The level of validity Model-Based Character Education at Unimed Six Pillars of Character To Increase Creativity of students in the student organizations are still in the stage of development and have not been validated. (3) Ability to think creatively and implementation of student character is still not satisfactory. And (4) he development phase Model-Based Character Education at Unimed Six Pillars of Character To Increase Creativity of students in student organizations is still continuing, so that the resultsing model can fully enhance the creativity of students who are members of a student organization. The next stage will be followed by expert validation and testing with the revision, to the effectiveness of the model determine character education by conducting experiments to determine the quality and excellence models developed.

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