

Professional Educator Character of Pedagogical Student in Medan State University

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Abstract. Medan State University has a motto, The Character Building University, the only one university had been implementing science education and producing educators in Indonesia. This research was purposed to know the level of actual professional educator character reached by pedagogical student, Medan State university and to know its gap from ideal professional educator character. This research was descriptively using research subjects from seven faculties, 18 departments/study programs, 670 students. The research findings showed that actual professional educator character reached by student included good, with gap from ideal professional educator character included low. However, to the dimension of basic character, attainment level of actual professional character included low and its gap from ideal professional educator character included high. To the dimension of supporting and main character, attainment level of actual professional character included high, and its gap from ideal professional educator character included low.

Keywords:- Professional educator character, pedagogical student

I. INTRODUCTION

Character was an important study topic to be able to determine individual's destiny. *Character is destiny* (Heraclitus) (Lickona, 1991-2012; McCain and Salter, 2009; Menanti dkk, 2015; Murad, 2017). In Indonesia education world, educator profession is deeply honored by society because of aiming to make learner independence. It can both increase and decrease destiny, character is classic one (be in a long life of human) and dynamic (alterable). The two things became judgment that character, including professional educator character, is important to study, to research, and to strengthen, also to rehabilitate through various strategies and approaches of character education. Education character was an essential part in the school, however less concerned. (Zubaedi, 2011), however again, it currently becomes important part in each educational level in Indonesia.

Medan State University is one of nine universities in Indonesia operationalizing pedagogical personnel education

besides operationalizing sciences education (non pedagogic). Medan State University has seven faculties operationalizing pedagogical path education and non pedagogical, namely Faculty of Education Science, Faculty of Language and Linguistic, Faculty of Social Sciences, Faculty of Mathematic and Natural Science, Faculty of Technic, Faculty of Sport Science, and Faculty of Economy, (Guidelines Book of Medan State University, 2017). The so big amount of students within each faculties in Medan State University and professionalism requirements become reasonable judgment to research pedagogic student's attainment in meeting professional educator character. The university existence as pedagogical personnel establisher is above strengthened by Medan State University motto as The Character Building University, then important to examine on the pedagogical student's professionalism of Medan State University in their characters as educator candidates.

According to writer's observation as lecturer in Medan State University since 1985 up to nowadays (2018), the phenomenon indicated that Pedagogical student's professional character in Medan State University needed reinforcement. This is signed by student's expression which felt lack of self-confidential to be able to be professional teacher, meanwhile, Medan State University wants to produce skillfully, characterized, morally pedagogical student graduates in Medan State University as stated in Indonesia National Education Goal (Republic Laws of Indonesia, Number 20 Year 2003). Besides that, Government Rule of Republic of Indonesia Number 19 Year 2005, Chapter VI, Section 36, Article (1) emphasizes that "pedagogical personnel in higher education must have qualification, competence, and certification in accordance with his task field", and Republic Laws of Indonesia Number 14 Year 2005, Chapter II, Section 2, Article (1) stated that teacher is "professional personnel on the stage of basic education, junior and senior high school education, and early age child education". In accordance with Republic Laws of Indonesia Year 2005 and Year 2003 as written above, Medan State University had the first objective

to produce "professional and excellence graduates" (Guidelines book of Medan State University, 2017).

The currently researches had been done in Medan State University in related to character, they were "professional Counselor Character" (Menanti et al, 2015), and "Level of counseling teacher's actualization in Professional Counselor Character (Murad, 2015). These both researches need to follow up with research on Professional Educator Character of pedagogical student. In this opportunity, the researcher examined " Actual Professional Educator Character to pedagogical student, Medan State University", because of support as follows : (1) Strategy issues of Research Institution in Medan State University Year 2015-2020 were to promote internal capacity, such as doing soft skill reinforcement and competitiveness increases that can be achieved by owning human resources based on professionalism (Strategic Plan of Medan State University Year 2015-2020, 2013); (2) Research umbrella of Education Science Faculty and excellence research in the department of Education and Guidance Psychology, Education Science Faculty, Medan State University was partly about pedagogical student's professionalism; (3) Character essential views that chaacter building meant to prepare individual to be able to live independently in society (Rasmita, 2010), character determined youngster's direction in making decision and acting (Prayitno and Manulang , 2010).

II. FORMULATION OF THE PROBLEM

- A. *How can the character level of actual professional educator be achieved by pedagogical student in Medan State University?*
- B. *How was the gap grade of actual professional educator character achieved by pedagogical student, Medan State University, from ideally professional educator character?*

III. A REVIEW OF THE LITERATURE

A. *The Meaning of Character and Professional Educator Character*

Character comes from Greek word, "charassein", which means goods or equipment to scratch, which was then understood as stamp (Adisusilo, 2012). Character come from language of ancient Greek "karasso", meant "to mark", namely to sign or to carve. Within Kamus Besar Bahasa Indonesia (2003) it was written that character was unique feature, character, temperament owned by individual that differentiates individu to one another. Character is way of thinking and acting to be each individual's unique characteristic to live and collaborate either in milieu of family, community, or nation and state (Suyanto, 2010). Character is the sum of total or integration of all such

marking (traits) to yield unfield whole which reveals the nature (the character) of situation, of an event or a person (Reber, 1985) (Hendrojuwono, 2008, as proposed by Menanti, 2012). Character is an integration characteristic owned by individual, that differentiates one individu to one another in adapting self to environment (Menanti, 2009, 2012). Character is unique characteristic of a person or a number of persons that covers value, competence, moral capacity, and resiliency in facing difficulty and challenge (National Policy on character building for Indonesia Year 2010-2025, 2013). Ghozali (Sani, 2011) considered that character implied value of good character. sponteanity, already integrated in self when doing behavior.

Some character definitions mentioned above indicated that character is unique feature owned by individual or number of individu, even a nation that become identity and differentiates individu/group/nation to one another. Universally, various characters are formulated as collaborative life value based on peace pillars, respect, cooperation, freedom, happiness, honesty, humility, love, responsibility simplicity, tolerance, and unity (Zubaedi, 211).

Character consisted of knowing, feeling, and acting elements. It meant that character is not enough only to cognitive and affective elements, but also must be manifested in behavior or action. Having good character needs the existing of *knowing the good, desiring the good, and doing the good-habits of the mind, habits of the heart, and habits of action* (Lickona, 1991, 2012). In accordance with those character elements, for a professional educator character is needed the existence of knowledge about how the professional educator character is. Based on the knowledge, continueing to encouragement to implement good professional educator character, and habituating thoughts, feelings of professional educator character in a daily life behavior. As an example, educator knows that as an educator who have professional character, he may not discriminates his learner. This knowledge encourages educator to pay attention and to act similar action toward his whole learners.

Lickona (1991, 2012) proposed sub-element of character elements. The element of moral knowing consisted of sub element : moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, self-knowledge. The element of moral feeling consisted of sub element : conscience, self esteem, empathy, loving the good, self control, humility; and the moral action element consisted of sub element : competence, will, habit. According to writer, if each sub-elements were applied toward professional educator character, then educator to the cognitive element has to own moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, self-knowledge. To affective element, educator owns conscience, self esteem, empathy, loving the good, self control, humility;

and to behavior element, educator owns competence, will, habit. This whole sub-element related to the educator characteristic who has professional character.

Starting from elaborations about character, it can be formulated that professional educator character is character that has to attach on educator profession. An educator is pedagogical personnel who has qualification as teacher, lecturer, counselor, learning tutor, widyaiswara, tutor, instructor, facilitator, or other profession participating in conducting education (Republic Laws of Indonesia Number 20 year 2003, Chapter I, Section 1, Article (6). The educator profession was formally performed by lecturer and teacher. Lecturer is professional educator and scientist (Republic Laws of Indonesia Number 14 Year 2005, Chapter I, Section 2), who worked in the field of higher education. Teacher is professional educator with main task : to educate, to teach, to guide, to direct, to train, to evaluate, learner until junior and senior high school (Republic Laws of Indonesia Number 14 Year 2005, Chapter I, Section 2), who worked in the field of early age child education, basic education, and junior and senior high school education.

Professional pointed toward a job or activity done by someone and become life income sources needing expertise, skillful, proficiency that meet quality standard or particular norm as well as needing profession education (Republic Laws of Indonesia Number 14 Year 2005, Chapter I, Section 1, Article (4). Profession education was purposed education followed by educator (teacher or lecturer) after accomplishing particularly education level (namely education level of undergraduate/master/doctoral), called by certification. Certification is an educator's certificate submitting process for teacher and lecturer (Republic Laws of Indonesia Number 14 Year 2005, Chapter I, Section 1, Article (11) after meeting educator profession education.

Certificate as educator. This certified educator Educator (teacher, lecturer) called professional was they who already have pedagogical, personal, social, and professional competences (Government Rule Number 19 Year 2005, Section 28, Article 1-3). This four educator competences become character-attaching within educator. Hereby can be said that what is meant with professional educator character is number of professional educator competences and traits (namely describing minimized pedagogical, personal, social, and professional competences) attaching in the self of educator in daily cognitive, affective, and behavior level.

B. Construction of Professional Educator Character

The educator character construction in Indonesia referees toward Indonesian character. This Indonesian Character referees toward Indonesian character. This Indonesian character is contribution of Indonesian's basic and life view, namely Pancasila. In character, Pancasila is placed

on the framework of reference heart analysis, thinking analysis, sport, feeling analysis, initiative analysis. From each reference framework is taken one as character basic values available in the milieu of higher education, so there are four characters, namely honestly character (honest, not lie), smart (perfect in rational development), resilience (hard to lose, strong, skillful, adversity), and caring (heeding, paying attention, ignoring) (Ministry of Education and Culture Directorate general, 2013; National Policy of Nation Character Building 2010-2025, 2013). In milieu of basic and junior and senior high school, character values developed for learners were formulated from Pancasila, that was then broken down in focusing on similar relatively values.

Besides life views of Pancasila breaking down to be four references above, there are some basics or references that isbe unable to ignore in formulating the construction of professional educator character of pedagogical student in Medan State University, namely (1) Indonesia Education National Goal (Republic Laws of Indonesia Number 20 Year 2003); (2) Goal of Pedagogical Personnel Education Institution, namely producing professional educator; (3) Vision, mission, and Goal of Medan State University, because this research was done in Medan State University; (4) Ethic Code of Educator (teacher) Indonesia; (5) Graduate Competence Standard covering attitude, knowledge, and psychomotoric (Government Rule Number 19 Year 2005, Chapter I, Section 1, Article (4); (6). Society's individualism-collectivism; (7) Independence-dependence self-orientation; and (8) Religiosity. Each of 4 references and 8 references the construction of professional educator character is covered by character theory involving knowing, feeling, and behavior elements.

Based on life views of Indonesian people and eight references of professional educator character construction above, Menanti et al (2018) categorized professional educator character into three character dimensions, namely dimension of basic character, dimension of main character, and dimension of support character.

First, dimension of basic character comprised of 2 sub dimensions, namely those who loves occupation as educator and as teacher.

Second, dimension of main character comprised of 7 sub dimensions, such as sensivity, emphatic ability, curing, honest, responsibility, respect to others, capable to build good relationship.

Third, dimension of support character comprised of 7 sub dimensions, such as discipline, wisdom, curiosity, following the development of science and education technology, pattern and style, self-performance, religiosity.

Location of professional educator character element is illustrated as follows :

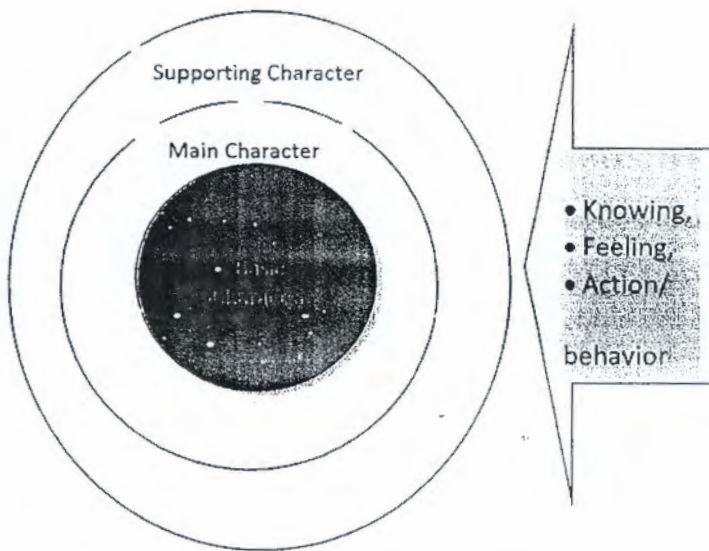


Fig. 1. Location of Professional Educator Character Element

Figure 1 indicates that basic character is core of professional educator character, then followed by main character and support character. Each character dimensions covers cognitive, affective, and behavior elements.

IV. RESEARCH METHODS

This research is analytic-descriptive research explaining the level of actual professional educator character to be able to be attained by pedagogical student in Medan State University, then analyzing gap between actually professional educator character and ideally professional educator character. To obtain data about professional educator character was used scale developed by Menanti et al (2018). This scale was formulated based on expert opinion, field practice guide lecturer, teacher in school, and tried out to pedagogical student's small group and big group in Medan State University. The scale produced consists of three dimensions of professional educator character. This three dimensions cover 16 sub-dimension, and 168 scale items.

Those three dimensions of professional educator character are basic character, main character, and support character. Basic character consists of sub-dimension of loving the teaching job, loving the educating job. Main

character comprises of sub-dimensions sensitivity, caring, emphatic ability, honest, responsibility, respect to others, ability to build social relationship. Support character comprises of sub-dimensions discipline, wisdom, curiosity, adapting science and technology development, pattern and life style, self-performance, religiosity.

The subject of this research comes from 7 faculties, namely faculty of education science, faculty of Mathematic and Nature Science, faculty of Technique, Faculty of Economic, Faculty of Social Science, Faculty of language and Linguistic, Faculty of sports Science. Those seven faculties comprises of 18 departments/study programs of pedagogical student in Medan State University. The amount of classroom is as big as 25 classrooms, with amount of students as big as 670 students.

V. RESEARCH FINDINGS

A. Profile of Actually Professional Educator Character of pedagogical student in Medan State University

Profile of Actually Professional Educator Character of Pedagogical Student in Medan State University is displayed on the table 1 as follows.

TABLE 1. PROFILE OF PEDAGOGICAL STUDENT'S ACTUALLY PROFESSIONAL EDUCATOR CHARACTER IN MEDAN STATE UNIVERSITY

| Character/Dimension Professional Educator character | Mean actual score achievement | Mean of actual score achievement level |
|---|-------------------------------|--|
| 1.1. Basic Character (main) | 43,40 | Less |
| 1.2. Prominent Character | 201,32 | Good |
| 1.3. Supporting Character | 244,45 | Good |
| Professional educator character | 489,17 | Good |

Table 1 displayed that actual score achievement of pedagogical student's professional educator character in Medan State University comprehensively on the average 489,17, was included good. This meant that pedagogical student in Medan State University on the average owns good professionally educator character. However when viewed based on the dimension of professional educator character, appears that actual score achievement on the dimension of pedagogical student's basic character in Medan State University averagely 43,40, which included low. That meant that pedagogical student in Medan State University averagely

owned less basic professionally educator character. The actual score achievement on the dimension of pedagogical student's prominent character in Medan State University on the average 201,32, which included good. That means that pedagogical student in Medan State University averagely owns good prominently professional educator character. Actual score achievement on the dimension of pedagogical student's supporting character in Medan State University averagely 244,45. Which includes good. This means that pedagogical student in Medan State University averagely owns good supporting professional educator character.

From each dimensions of professional educator character, can be watched on the actual score achievement as well as sub-dimensions categorization of professional educator character. It will be displayed on the table 2.

TABLE 2.
PROFILE OF PEDAGOGICAL STUDENT'S ACTUALLY PROFESSIONAL EDUCATOR CHARACTER IN MEDAN STATE UNIVERSITY

| Dimension/Sub-Dimension Professional Educator Character | Mean Actual Score Achievement | Mean of Actual Score Achievement |
|---|-------------------------------|----------------------------------|
| Basic character: | | |
| 1.1. Loving the teaching job | 22,30 | Middle |
| 1.2. Loving the educating job | 21,10 | Less |
| Total | 43,40 | Less |
| Prominent characters: | | |
| 1.1. Sensitive | 21,27 | Middle |
| 1.2. Care | 25,50 | Good |
| 1.3. Emphatic | 36,30 | Middle |
| 1.4. Honest | 26,70 | Good |
| 1.5. Responsibility | 27,35 | Good |
| 1.6. Respecting to others | 37,20 | Very good |
| 1.7. Building social relationship | 27,00 | Middle |
| Total | 201,32 | Good |
| Supporting characters: | | |
| 3.1. Discipline | 17,20 | Good |
| 3.2. Wise | 42,43 | Good |
| 3.3. Curiosity | 1,33 | Middle |
| 1.4. Adapting on science technology development | 20,26 | Good |
| 1.5.a. Healthy life pattern | 47,17 | Good |
| 1.5.b. Healthy life style | 18,97 | Good |
| 1.6. Have interesting appearance | 21,37 | Very good |
| 1.7. Religiosity | 45,72 | Very good |
| Total | 244,45 | Good |
| Total of whole | 489,17 | Good |

Table 2 displayed that actual score achievement on the sub-dimension of student's professional educator character in Medan State University including less amounts one sub-dimension, namely sub-dimension loving the educating job. The five sub-dimensions included middle, namely loving the

teaching job, sensitive, emphatic, building social relationship, curiosity. The seven sub-dimensions included good, namely care, honest, responsibility, discipline, wisdom, following the science technology development, healthy pattern and life style. The three sub-dimensions categorized very good, namely respecting to others, self-appearance, and religiosity.

B. Gap between Actual Professional Educator Character and Ideal Professional Educator Character toward Pedagogical Student in Medan State University.

Gap between Actual Professional Educator Character and Ideal Professional Educator Character toward Pedagogical Student in Medan State University can be watched on the table 3.

TABLE 3.
GAP BETWEEN DIMENSION OF ACTUAL PROFESSIONAL EDUCATOR CHARACTER AND IDEAL CHARACTER TOWARD PEDAGOGICAL STUDENT IN MEDAN STATE UNIVERSITY

| Dimension of Professional Educator Character | Mean Actual Score Achievement | Mean of Ideal Score | Mean Difference of Score Actual Achievement from Ideal Score | Mean Difference Level of Actual Score Achievement from Ideal Score |
|--|-------------------------------|---------------------|--|--|
| 1.1. Basic Character | 43,40 | 80,00 | 36,60 | High |
| 1.2. Prominent Character | 201,32 | 272,00 | 70,68 | Low |
| 1.3. Supporting Character | 244,45 | 320,00 | 75,55 | Low |
| Professional educator character | 489,17 | 672 | 183,83 | Low |

Table 3 showed that the difference of actual score achievement of pedagogical student's ideal character score in Medan State University averagely 183,83, included low. That means that the difference of actual score achievement of pedagogical student's ideal professional in Medan State University, included low/small. However when looked at sub-dimensions of professional educator character, showed up that the difference of actual score achievement of ideal score on the basic character sub-dimension, averagely 36,60, included high. It means that the difference of actual score achievement on the basic character dimension of pedagogical student's ideal score in Medan State University averagely included high. At the sub-dimension of prominent character averagely 70,68 included low, and at sub-dimension supporting character, averagely 75,55, included low. Each sub-dimension of professional educator character is known the difference of actual score achievement of ideal score. This is illustrated on the table 4.

TABLE 4
THE DIFFERENCE OF ACTUAL PROFESSIONAL
EDUCATOR CHARACTER SUB-DIMENSION OF IDEAL
SCORE AT PEDAGOGICAL STUDENT IN MEDAN
STATE UNIVERSITY

| Sub-Dimension of Professional Educator Character | Mean of Actual Score Achievement | Mean of Ideal Score | Mean Difference of Actual Score Achievement of Ideal Score | Mean Difference Level of Actual Score Achievement of Ideal Score |
|--|----------------------------------|---------------------|--|--|
| Basic character (main) | | | | |
| 1.1. Loving the teaching job | 22,30 | 40 | 17,70 | Middle |
| 1.1. Loving the educating job | 21,10 | 40 | 18,90 | High |
| Total | 43,40 | 80 | 36,60 | High |
| Prominent character | | | | |
| 2.1. Sensitive | 21,27 | 32 | 10,73 | Middle |
| 2.2. Care | 25,50 | 32 | 6,50 | Low |
| 2.3. Emphatic | 36,30 | 56 | 19,70 | Middle |
| 2.4. Honest | 26,70 | 32 | 6,30 | Low |
| 2.5. Responsibility | 27,35 | 40 | 12,75 | Middle |
| 2.6. Appreciating others | 37,20 | 40 | 2,80 | Very Low |
| 2.7. Building social relationship | 27,00 | 40 | 13 | Middle |
| Total | 201,32 | 272 | 70,68 | Low |
| Supporting Character | | | | |
| 3.1. Discipline | 17,20 | 24 | 6,80 | Low |
| 3.2. Wisdom | 42,43 | 56 | 13,57 | Low |
| 3.3. Curiosity | 31,33 | 48 | 16,67 | Middle |
| 3.4. Adapting the Knowledge Science and Technology development | 20,26 | 24 | 3,74 | Low |
| 3.5.a. Healthy Life Pattern | 47,17 | 64 | 16,83 | Low |
| 3.5.b. Healthy | 18,97 | 24 | 5,03 | Low |

| Life Style | | | | |
|-----------------------------|---------------|------------|---------------|------------|
| 3.6. Interesting appearance | 21,37 | 24 | 2,63 | Very Low |
| 3.7. Religiusity | 45,72 | 56 | 10,28 | Low |
| Total | 244,45 | 320 | 75,55 | Low |
| Whole total | 489,17 | 672 | 182,83 | Low |

Table 4 on above indicated that the difference of actual score achievement of ideal score of student's professional educator character sub-dimension in Medan State University averagely included high numbers one sub-dimension, namely character sub-dimension of loving the educating job. This meant, pedagogical student in Medan State University averagely has the difference of highly actual score achievement of ideal score on the character sub-dimension of loving the educating job. The difference including middle numbers 6 sub-dimensions, namely character sub-dimension of loving the teaching job, sensitive, emphatic, responsibility, building social relationship, curiosity. This meant, pedagogical student in Medan State University averagely has the difference of middle actual score achievement of ideal score on the character sub-dimensions of loving the teaching job, sensitive, emphatic, responsibility, building social relationship, and curiosity. It numbers one sub-dimension, namely care sub-dimension. This meant, pedagogical student in Medan State University averagely has the difference of less actual score achievement of ideal score on the character sub-dimension of care. Sub-dimension including low numbers six sub-dimensions, namely sub-dimensions of honest, discipline, wisdom, adapting knowledge science and technology development, helthy life style and pattern and religiusity. This meant, pedagogical student in Medan State University averagely has the difference of low actual score achievement of ideal score on the sub-dimensions of honest, discipline, wisdom, adapting knowledge science technology development, healthy life style and pattern, and religiusity. There are two sub-dimensions including very low, namely character sub-dimension of appreciating others, and self appearance. This meant, pedagogical student in Medan State University averagely has the difference of very low actual score achievement of ideal score on the character sub-dimension of appreciating others, and self-appearance.

VI. DISCUSSION

Research findings indicated that the difference of actual score professional educator character of ideal professional educator character to pedagogical student in Medan State University averagely included low. The difference averagely low in accordance with research findings that actual professional educator character achieved by pedagogical student in Medan State University averagely included high. This high achievement of professional educator character averagely needs reinforcement, with

expectation that good condition can be maintained, even increased to be more good. The difference of averagely including middle and high on the character dimension/sub-dimension, needs more intensively reinforcement, with expectation that this difference condition including middle and high can decrease to be low.

The reinforcement of professional educator character dimension/sub-dimension follows priorities as follows:

- 1) Basic character dimension: the reinforcement is curative and preventive.
- 2) Character sub-dimension loves the teaching job: the reinforcement is curative and preventive.
- 3) Character sub-dimensions of sensitive, emphatic, responsibility, building social relationship, curiosity: the reinforcement is curative and preventive.
- 4) Prominent character dimension, and supporting character dimension: the reinforcement is more focusing on preventive than curative.
- 5) Ingredients dimension of care, honest, discipline, wisdom, adapting knowledge science technology development, healthy life style and pattern, and religiosity characters.
- 6) Sub-dimension of appreciating others, and self-appearance characters: The reinforcement is more focusing on preventive than curative.

Based on President Rule of Republic of Indonesia Number 87 Year 2017 about Character Education Reinforcement, so the reinforcement of professional educator character toward pedagogical student in Medan State University judges two following guidelines :

- *The reinforcement of professional educator character is done comprehensively covering path of formal, Nonformal (society) and informal (family).*

The reinforcement of professional educator character through formal lane, is done integrated in the activities of intracurricular, co-curricular, and extra-curricular. In intracurricular activities, values reinforcement of professional educator character is implemented through learning material and method. In cocurricular activities, values reinforcement of professional educator character is implemented for intracurricular activities enrichment and deepening in accordance with curriculum content. In extra-curricular activities, values reinforcement of professional educator character is implemented for broadening student's potential, aptitude, interest, personality, cooperation, and independence optimumly. This extra-curricular activity covers activities like product science game, art, sport, sensitizing, press activity, Pramuka, (Praja Muda Karana), Resimen, Nature lovers.

In intracurricular activities, there are two micro approaches in implementing character education approach

based on classroom, namely: 1) learning integration approach in group of Personality development, and 2) Character education integrated on the whole education curriculum. The character education implementation bases on integrated classroom at every subject, to be done in stages of: (1) Determining learning's objective, (2) Determining character cultural value that will be developed, (3) Formulating learning model in accordance with the learning objective.

The character values that can be obtained by student through some learning model applications, as follows:

- 1) Learning model of small group discussion: Developing collaboration values, appreciating each other, self-confidence.
- 2) Simulation: Developing emphatic, sensitivity.
- 3) Discovery learning: Developing independence, tenacity, problem solving.
- 4) Self-direct learning: Developing the values of independence, responsibility, diligence, discipline.
- 5) Cooperative learning jigsaw: Developing team work values, leadership, communication, togetherness.
- 6) Contextual instruction: Developing sensitivity toward environment, emphatic, sensitive on milieu need.
- 7) Collaborative learning: Developing appreciation value, knowledge/experience sharing willingness, communication proficiency, group work proficiency.
- 8) Project base learning: Developing loyalty value on principle, responsibility, communication proficiency.
- 9) Problem base learning: Developing sensitivity to identify problem, responsibility value (Menanti, et al, 2012).

Institution cultural developing approach is highly needed in strengthening the professional educator character, namely involving all systems in institution such as leader, educator, pedagogic personnel, security unit, cleaning service personnel, and outside the institution such as stakeholder, parent. This whole participants, internal party should have vision, mission, goal, commitment, thinking pattern, similar attitude, namely for strengthening professional educator character.

- *The Reinforcement of professional educator character utilized this following principles:*

- 1) The developing of student's potential holistically and integrated
- 2) Modelling
- 3) Going on through habituating in the daily life
- 4) Growing the moral dilemma causing guilty
- 5) Implying reinforcement, primarily reward.

- *Enhancing the student's interaction with the difference peoples in experience, education, character, age, science field. This rich experience will develop character generally, including professional educator character.*

VII. CONCLUSION

The pedagogical student's professional educator character in Medan State University needs continuously reinforcement, by emphasizing preventive program, besides conducting curative program. The reinforcement of professional educator character involves internal and external parties Medan State University and internalized culturally in daily life. Among dimension of professional educator character highly needing reinforcement is basic character dimension by the reasons, first that this basic character dimension is discovered very weak owned by pedagogical student Medan State University compared with dimensions of prominent and supporting character. The second reason, dimension of professional educator character fundamentally is basic character dimension. In this sense, focusing on the character value reinforcement feels the educating job as soul call.

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