

Character Education Management At Universitas Negeri Yogyakarta and Lr Dav College Jagraon India

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Abstract— *The success of an educational program can be measured based on the achievements it has*

achieved, both regarding its design and level of management. At Yogyakarta State University and LR DAV College Jagraon India, character education has been institutionalized, and is a priority for campus programs with government support implicitly emphasizing the importance of character education in higher education.

The results of the study show that: 1) character education management at Yogyakarta State University and LR DAV College Jagraon India has so far applied management principles; 2) There are obstacles in the implementation of character education management at Yogyakarta State University and LR DAV College Jagraon India; 3) The efforts made by schools in the implementation of character education management are the formation of a team of implementing and monitoring character education; evaluating the development of character education based on the results of the teacher's assessment, conducting intensive outreach to teachers, employees, and students regarding character education programs both through curricular and extracurricular activities.

Keywords— Management, Education, Character

I. PENDAHULUAN

Education Character education is currently the main theme in the implementation of education in the country, both at the elementary school level to the tertiary level. The Ministry of National Education has set character education management starting in 2011. The management of character education is not only carried out by educational institutions but by all levels of education at the center and regions so that it becomes a "national movement for character education". The Ministry of National Education undertakes to be a role model in providing services and implementing character education. The national movement for character education

has begun to be socialized in all educational institutions. Supporting tools for character education management have been prepared by the Research and Development Agency, Ministry of National Education, which include the "Master Design for Character Education", training materials for strengthening learning methodologies based on cultural values to shape national competitiveness and character as well as guidelines for implementing education character.

Character education both at Yogyakarta State University and LR DAV College Jagraon India is a shared responsibility for all educators, both at home and at school. Character education must start from the educators themselves. However, at this time there are many negative characters that come from the educators themselves. Although not based on accurate research data, there have been cases or incidents that tarnish the name of educators, such as: (1) educators are not honest in making scientific papers; (2) educators who are studying further are dishonest in doing exam questions, namely how to copy their friends' answers; (3) educators help students to pass the national exam; (4) educators lack discipline; (5) educators cheat in preparing promotion files and portfolio assessments, and so on which are assumptions that need to be proven true.

If the educators have shown a lot of negative characters, what about the character of their students in the future. The phenomenon of the negative character of adolescents which is often a source of news in the mass media includes acts of violence, brawls, delinquency, cheating during exams and so on. Mazzola (2003) conducted a survey on bullying (acts of violence) in schools, obtaining the following findings: (1) every day about 160,000 students get bullying at school, 1 in 3 respondents age studied (students aged 18 years) had received bullying at school. acts of violence, 75-80% of students have observed acts of violence, 15-35% of students are victims of violence from cyber-bullying.

Negative characters in adults are often hidden so that only certain people know about it. With the current state of information technology and computers, many negative characters occur among students, including: (1) writing assignments that only download from the internet; (2) replicate the thesis of other people's work; (3) answer exam questions with the help of a cellphone that can be connected to the internet. If this negative character is allowed, it is feared that students will decrease their creativity. Students like this will be lazy, like to take shortcuts, don't like challenges and like to look for something instant. Whereas on the other hand, students are required to have a tough personality because the job competition is getting tougher.

Character building must continue to be carried out holistically from all educational environments, namely family, school, and community. According to Miftahudin (2010) character education at an early age in the family aims at formation, at the age of teenagers at school it aims at development, while at an adult age in college it aims to strengthen. The task of educators is to

provide a good learning environment to shape, develop, and strengthen the character of their students.

The implementation of kansa culture and character education requires various changes, namely changes to the applicable curriculum and changes in mindsets, new attitudes and new skills from teachers, principals, and school counselors. These new mindsets, attitudes and skills are requirements that must be met for the success of the management of cultural and national character education. This research will focus on examining the management of character education at Yogyakarta State University and LR DAV College Jagraon India.

II. RESEARCH METHODS

This research was descriptive qualitative research method. This study used a loose design to deal with possible possibilities, but the exact conditions of these possibilities were unpredictable. The design was a plan of anticipation of the possibility. When the possibility arose, the design could be adjusted appropriately in the implementation. The appearance of further studies was built by a number of interactions that always remain open all the time. There were several elements in formulating the design : 1) determining the focus of the study, 2) determining the accuracy of the paradigm on its focus, 3) determining the application of the paradigm of study on selected substantive theory, 4) determining about where and from whom data will be collected ,

5) determining the successive phases of research, 6) using "human instrumentation", 7) collecting and recording data, 8) cultivating of analysis, 9) planning the logistics, and 10) planning degree of trust.

Based on the problems in this study, the type of research which was appropriate and relevant was descriptive qualitative research. This research was expected to reveal a variety of qualitative information with thorough and meaningful analyzes. While the research strategy used was hermeneutic approach with type of systemic study of the symptoms found in the field both qualitative and quantitative related to the existence of character education model in Universitas Negeri Yogyakarta Indonesia and LR DAV College Jagraon India.

III. RESULT AND DISCUSSIONS

UNY has designed the karakter Design Grand Design which can be used as a reference in implementing Character Education in all faculties, including lectures on Character Education in FIS. The Grand Design is comprehensive and systemic and supported by positive culture and adequate

facilities. Comprehensive, means that multicultural Education must involve all lecturers and employees as well as related to all courses taken by students, both directly related to Character Education or indirect. Courses that are directly related to Character Education are courses in Religious Education, Citizenship Education, and Pancasila Education.

The program and implementation of multicultural education in the history department of LR DAV College Jagraon India, in essence the same in Indonesia aimsto shape the positive character of students. If in Indonesia the development of education reflected on the thinking of Ki Hajar Dewantara, then in India reflected on Rabindranath Tagore's philosophy and educational thinking. The principles of education in Tagore's thinking can be seen in the praxis of education in Shantiniketan which later developed into Visva Bharati University and Sriniketan. This educational laboratory is a living artifact that continues to grow until now. Both institutions describe Tagore's philosophy, principles and education principles. Tagore's educational principle illustrates the harmony of relations between nature and humans.

However, there are some differences that can be identified between the education models in the history department of UNY which include character education courses, whereas in the history department of LR DAV College Jagraon India there are no special subjects but integrated with courses and various activities both formal and non- formal, both curricular and extracurricular. Character education begins with education in the family, a community supported by formal education. So formal education is only supportive in the cultivation of character in students. Students are not forced to change their character through theoretical learning and practice, but character has become a necessity as is the need for cutting-edge technology (R-1, October 28, 2021).

Based on the results of the study and the FGD on October 28, 2022, several oral and written criticisms from the FGD participants consisting of the head and staff, lecturers, character developers, and students can be identified as follows: 1) character education held so far is considered to be less implementive because it touches more material aspects, andtouches on the substance aspect a little; 2) the curriculum is considered to be less implementive so that continuous development is needed every year of implementation; 3) character does not need to be set apart but can be integrated into each subject in learning; 4) basically the spearhead of the implementation of character education is in the Civics andPancasila courses so that it is necessary to optimize these courses and not need to make their own character education courses; 5) learning devices as supporting learning have not functioned optimally in addition to many equipment that is not functioning well; 6) the attributes have not been interpreted maximally in addition to the support of other lecturerswho are not teachers of character education yet to the maximum; 7) some lecturers of character courses view that the implementation of character education shows a change in character towards a better direction than students; 8) character education education courses can be used as an effective means of socializing national character education; 9) learning settings seem boring because they are more dominated by temporary cognitive material that is substantive and not optimal; 10) a character education model is needed through a study that produces

effective learning models; 11) the awareness and responsibility of the academics is needed so that the level of achievement can be optimal; 12) it is recommended that character education needs to be continued with a variety of good improvements concerning planning, implementation and evaluation; 13) habituation is needed in various activities besides being integrated in various subjects; and 14) recommended by a number of respondents as middle roads, namely the character education courses remain separate, and are also integrated in various subjects.

The multicultural education program in UNY's history department is a unique program and is considered "eccentric" considering that it is formulated in a special course, Character Education course, which is not found in any study program, although in other terms there are certainly Pancasila Education, Religious Education, Education Citizenship, and other courses that emphasize efforts to shape student character. However, based on the narrative of the lecturers of character education, this program is quite effective in improving student character. There is a change in the character of students from before taking character education courses after following. Character education was initially forced, forced, and eventually used (D1, Interview, October 28, 2021). Most of the students also said that the character education courses had a significant role in providing provisions so that the changes in student behavior seemed to be getting better (M1, Interview, October 28, 2022).

from various parties, both lecturers and employees. On the one hand there are character education courses, but on the other hand there are many lecturers and employees who are still not friendly, and even intentionally lack the effectiveness of the implementation of character education programs (D2, Interview October 28, 2022). This has an adverse effect on optimizing the implementation of character education programs. On the other hand there are also students who do not support the implementation of character education programs by showing apathy in learning. During this time, students generally get a score of at least B, because in character education courses generally show good attitudes and behavior even though in other subjects they show different things both in behavior and dress (M2, Interview October 28, 2022).

The obstacles in the implementation of character education in the history department of UNY are as follows: 1) the lecture system in the curriculum is still dominated by formal activities in the class so that it does not touch substantively the objectives of organizing this course; 2) incomplete infrastructure is limited to 2 character education rooms while the study group is quite large, 3) lack of IT lecturers' ability to operate computer equipment to display character nuanced videos, 4) media and equipment that are poorly maintained so that the implementation of character education in class is less optimal (D3, Interview October 28, 2022).

The efforts made by the faculty in the implementation of character education in the Faculty of Social Sciences, Yogyakarta State University are as follows: 1) a character education development team formed consisting of the chairman and members as a team responsible for designing, implementing, and evaluating the program; 2) appointed technicians who prepare equipment and media to support lectures on character education in the classroom; 3) the establishment of a program evaluation team to evaluate the success of the implementation of character education that recommends whether character education is continued, improved, or even stopped.

The principle of Education in communion with nature, according to Tagore, in obtaining results and influence, the atmosphere is more important than rules and methods, physical buildings, textbooks, instruments, and teaching in the classroom. Tagore develops learning that prioritizes the use of the outdoors as a learning environment. By learning in the open, children are expected to be more independent and spontaneously learn from nature. Tagore pays attention to how nature relates to children's education. That's why Tagore always tries to bring children closer to nature. In this regard, Tagore stated as follows. I am not for banishing footgear altogether from men's use. But I have no hesitation in asserting that the soles of children's feet should not be deprived of their education, provided for them by nature, free of cost. Of all the limbs we have the best adapted for intimately knowing the earth by their touch. For the earth, it has subtle modules which are only for the kiss of her true lovers — the feet.

Tagore's principle of freedom departed from his belief in giving great independence to children as the key to education. Tagore wants children to fly free. Self expression can be done with various forms of craft and art. According to Tagore, handicrafts and art are forms of spontaneous flow of spiritual and natural meanings. Crafts and art are academic studies at Shantiniketan. According to Tagore, every human being has the potential to be developed. Human potential can be expressed in various forms of self-expression. Art is a form of expression of the soul of human beauty. Sports, handicrafts, dancing, and various other forms of self-expression must be developed so that all human potential is also explored. Therefore Tagore views all important subjects. That each individual has special features in self-expression, that is normal. Because of this, Visva Bharati is one arena of self-expression in the arts, and other sciences.

IV. CONCLUSION

In this closing section, it can be concluded that the results of the research are as follows.

1) Management of character education at Yogyakarta State University and LR DAV College Jagraon India is a program that is integrated in various curricular and extracurricular activities. The management process is carried out through planning, organizing, implementing, and controlling. The weakness of implementing character education programs is the lack of support from various parties, both teachers and employees. 2) The obstacles in the implementation of character education management at Yogyakarta State University and LR DAV College Jagraon India are as follows: a) the learning system in the curriculum is still dominated by formal activities in class that lead to material orientation; b) the understanding of lecturers and staff is not optimal in instilling character education for students; c) Students' understanding of the importance of character education is not optimal for themselves and their communities so that students are more serious in efforts to master the realm of knowledge and skills while aspects of spiritual and social skills are somewhat marginalized; d) media, equipment, and program support are still lacking so that the implementation of character education in the classroom is not optimal. The efforts made by schools in improving character education management at Yogyakarta State University and LR DAV College Jagraon India are as follows: a) a character education monitoring or supervisor team was formed consisting of a chairman and members as a team who are responsible for designing, implementing, and evaluating character education programs; b) the teacher is required to carry out an assessment concerning character, namely the spiritual and social aspects on an ongoing basis; c) Evaluation of the development of character education based on the results of the lecturer's assessment of student character development; d) intensive socialization of lecturers, staff, and students regarding educational programs character both through curricular and extracurricular activities; e) tertiary institutions seek tools to support the implementation of character education programs for students both through campus and extracurricular activities.

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