




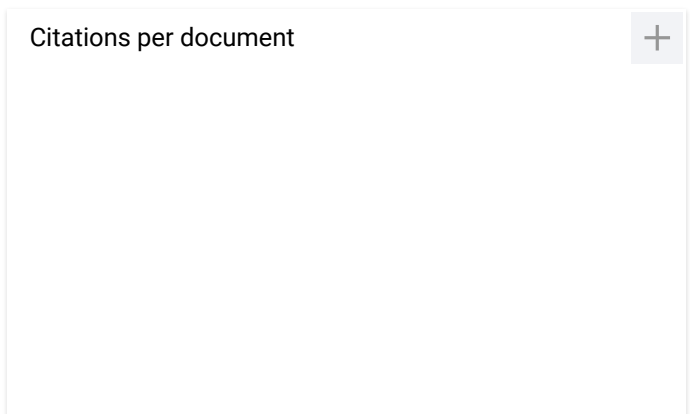
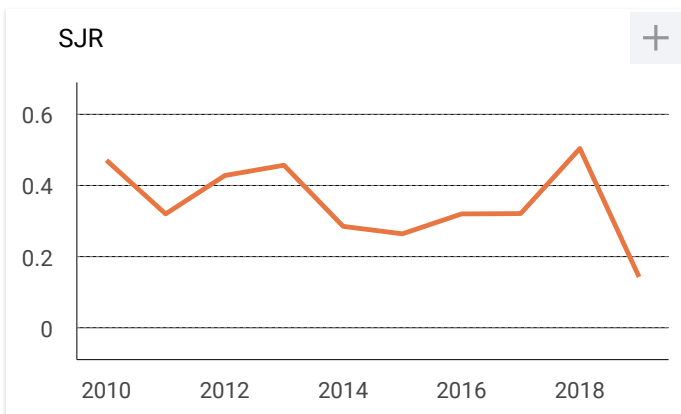
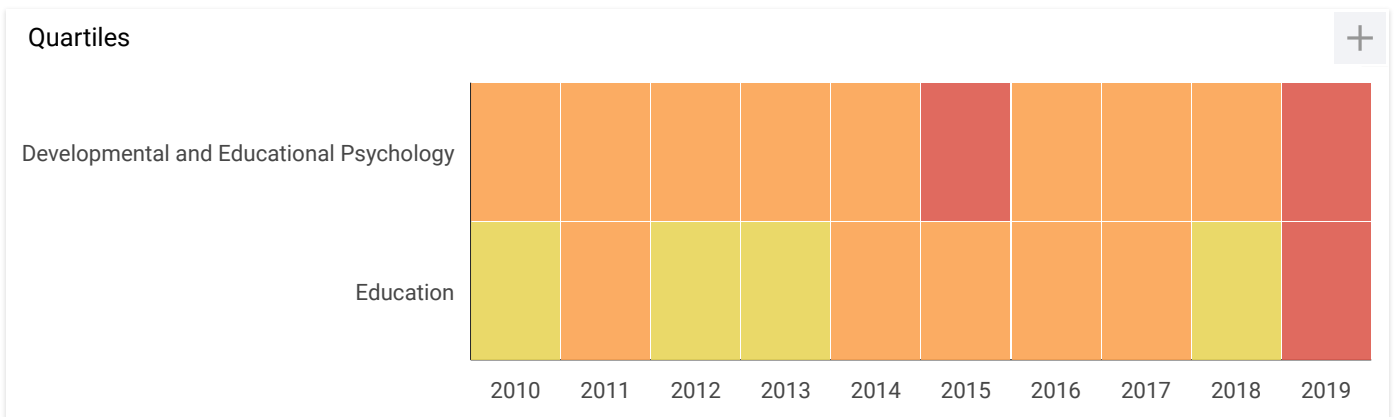
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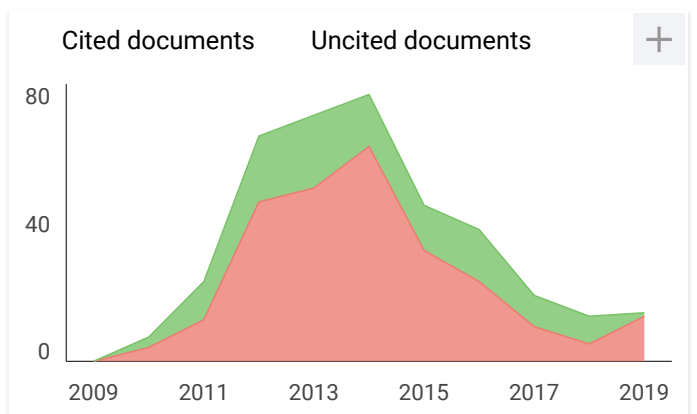
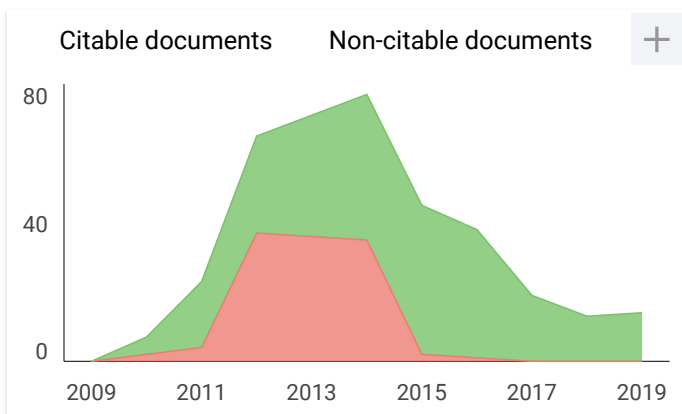
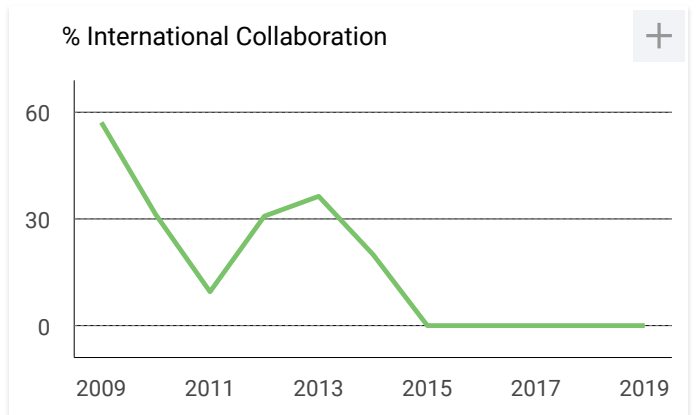
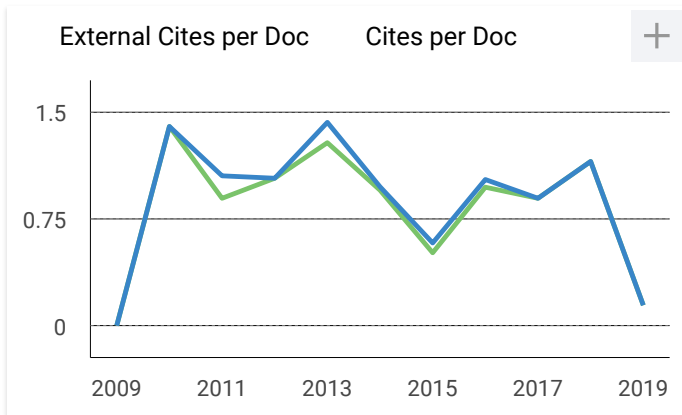
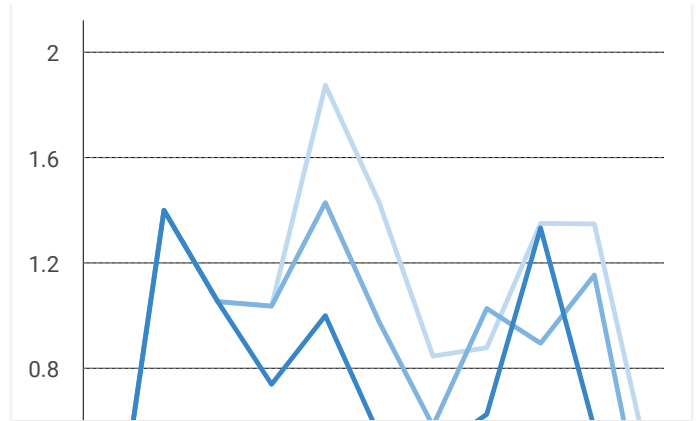
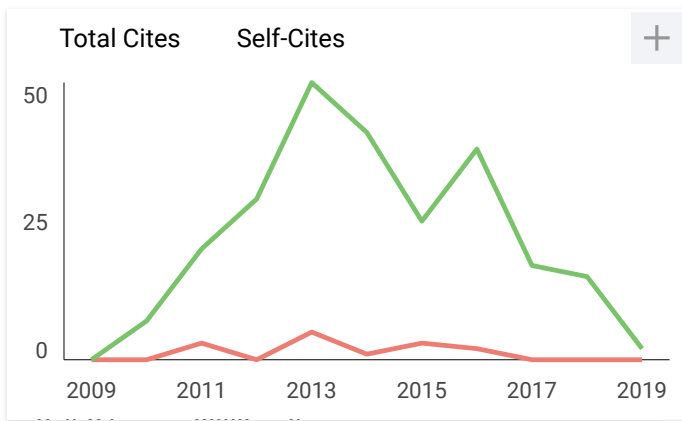
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To initiate, conduct, and support research in the fields of talent development, creativity, excellence and innovation;

- To assemble all who are interested in these fields for an exchange of ideas and experiences;
- To disseminate research findings;
- To provide a database for members and researchers;
- To assist the development and evaluation of programs and educational endeavors in these fields.

**JTDE** is the only global association of its kind, set up for researchers and field professionals. It cooperates with governments and organizations concerned with the worldwide promotion of talents, creativity, excellence, and innovation.

In the service of its purposes, the **JTDE** organizes conferences and symposia, and publishes a newsletter and a journal. It is also committed to building bridges between theory and practice, particularly in the fields of gifted education, capacity building and organizational development. To this end the JTDE not only offers Full Memberships for scientists, but also Affiliated Memberships for organizations and practitioners. Membership is free.

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Dr Wilma Vialle is a Full Professor in Educational Psychology and Associate Dean of the Faculty of Education, University of Wollongong. She teaches child development, psychological foundations of education and gifted education, and supervises a number of postgraduate research students in related fields. Her interests are predominantly in the nature of intelligence and creativity, with a particular focus on giftedness. She has published extensively on topics related to giftedness and children's learning. She is the chief editor of the 'Australasian Journal of Gifted Education' and is on the editorial board of several international journals. In 2006 she was awarded the Eminent Australian for her contributions to gifted education.

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**Bettina Harder** - Institute of Education, Educational Psychology, University Erlangen-Nuremberg, Germany

Bettina Harder PhD is senior lecturer at the Chair of Educational Psychology at the University of Erlangen-Nuremberg, Germany. She is vice-director and research coordinator of the State-wide Counseling and Research Center for the Gifted. Her research projects focus on giftedness and the development of achievement excellence from different perspectives thereby contrasting common models of giftedness theoretically and empirically. She has published books, chapters and articles in the fields of talent development, excellence, counseling, and educational psychology.

**Jiannong Shi** - Academy of Sciences, Development and Education, Beijing, China

Professor Jiannong Shi is director of the Division of Developmental and Educational Psychology, Institute of Psychology of the Chinese Academy of Sciences, and also the director of the Research Center for Supernormal Children, Institute of Psychology of the Chinese Academy of Sciences. He is a former president of the Asia-Pacific Federation of the World Council for Gifted and Talented Children. His research on giftedness and talent development include neuropsychological as well as educational studies and embrace various age groups and domains. He has published books, chapters and articles in the fields of talent development, educational psychology and education, among them Discovering Gifted Children und Developmental Psychology of Gifted Children. He was visiting scholar at various Univeristies such as Yale University, University of Michigan or Ludwig-Maximilians-Universität Munich. He twice received the Excellent Scholar Award.

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## The Critical Success Factor in Character Education: A Teaching Guide for Educators

**Fory Armin Naway, Arifin Sukung, Besse Marhawati, Arifin, Ikhfan Haris**

### Abstract

This study aims to determine the strategy of implementing character education in university and the implementation of the character education implementation of students. This research is a qualitative descriptive study. The author used observation, interviews, and documentation as the technique in collecting data. Triangulation techniques were also used by the author to check validity by checking information from interviews with documentation and observation. The findings showed that the strategy of implementing character education for students could be done through several efforts. They are integrating values and ethics in subjects, internalizing positive values instilled by all members, orientation, and training, setting examples, and role models, creating a character atmosphere in university, and acculturation. The implementation of students' character education is carried out through integration between character building with learning, university management, and development activities.



Issue

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Articles

## The Critical Success Factor in Character Education: A Teaching Guide for Educators

Fory Armin Naway<sup>1\*</sup>, Arifin Sukung<sup>2</sup>, Besse Marhawati<sup>3</sup>, Arifin<sup>4</sup>, Ikhfan Haris<sup>5</sup>

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### Abstract

This study aims to determine the strategy of implementing character education in university and the implementation of the character education implementation of students. This research is a qualitative descriptive study. The author used observation, interviews, and documentation as the technique in collecting data. Triangulation techniques were also used by the author to check validity by checking information from interviews with documentation and observation. The findings showed that the strategy of implementing character education for students could be done through several efforts. They are integrating values and ethics in subjects, internalizing positive values instilled by all members, orientation, and training, setting examples, and role models, creating a character atmosphere in university, and acculturation. The implementation of students' character education is carried out through integration between character building with learning, university management, and development activities.

**Keywords:** Character Education, Strategy, Learning Process

### Introduction

RI Law No. 20 of 2003 states the function of national education is to develop and shape the character of a dignified nation to realize the ideals of the government. Through education, it could be used to educate the nation's life and strive to improve the potentials and abilities of students and make them faithful, well-shaped, attitude, knowledgeable, creative, independent and become a citizen. Character education is a holistic educational process that connects the moral dimension with the social sphere in student life as a foundation for the formation of a quality generation that can live independently and has the principle of a truth that can be accounted for (Huitt, 2011; Mahmoudi et al., 2012; Kaigama & Audu, 2014).

According to the Department of Language of the Ministry of National Education, a character is innate, heart, soul, virtuous, behavior, personality, individuality, temperament, and nature, meanwhile, what is called as well-character is having personality, behavior, identity, and quality. So, the character is the values of human behavior related to God Almighty, self, human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs. On the other hand, the simple definition of education is often interpreted as a human effort to foster the personality following the values in society and culture (Carr, 2003).

In its development, the term education or pedagogy means deliberate guidance or help by an adult so that someone becomes mature (Cuenca, 2010). Furthermore, education is defined as an effort carried out by someone or another group to become knowledgeable to reach a higher level of life and quality in a mental sense. Character education, according to Agboola & Tsai (2012) is education to shape one's personality through character education, the results of which can be seen in people's actual actions, namely good behavior, honesty, responsibility, respecting the rights of others, hard work, and so on.

So, character education is a system that instills character values in students. Components of

knowledge can show the values, individual awareness, determination, and the willingness and action to carry out amounts, both towards God Almighty, self, fellow human beings, environment, as well as the nation so that it will create precious people. One is not a new thing for Indonesians. Even it had been started since the beginning of the independence period, the new system, the old system, and now the reform system has taken many steps in the context of character education with different names and forms. It had existed firstly on the Law on National Education in 1964, which took effect in 1947 until the National Education System Law No. 20 of 2003 (as the last). Still, it had not yet become the main focus of an education. The implementation of it to religious lecturers is a guarantee that character education will not succeed. So it is natural that character education has not shown optimal results (Meindl et al., 2018).

All negative behaviors in Indonesian society that occur among students or higher school students, as well as others, clearly show the quite fragility of character, one of which is an educational institution. In the implementation of integrity, education is not only left to the lecturers, because in the application of education must be the responsibility by all parties, including leaders, lecturers, staff, and even parents at home (Goss & Holt, 2014). To realize well-character students, it needs appropriate efforts by Education because Education has an essential and central role in instilling, transforming, and developing the positive character of students, as well as changing the nature of fewer attitude students to be useful (Idris et al., 2012).

The world of education is expected to be a driving force for facilitating character-building, so that community members have an awareness of harmonious and democratic national and state life while taking into account the norms in the community that has become a collective agreement. Character development and character education become a necessity because education does not only make students smart but also has character and manners so that his existence as a member of the community becomes meaningful both to himself and others (Agboola & Tsai, 2012). Character education must be carried out at all levels of training up to tertiary education because it must be able to act as an information machine that brings this nation to be an intelligent, polite, prosperous and dignified nation and ready to compete with any government (Balakrishnan, 2009). So there is no denying that character is an essential aspect of social success in the future. A strong character will form a strong mentality and will create a strong character as well, never give up, dare to wade through a long process, and hit the waves that are bumpy and dangerous. Therefore, character education becomes a necessity for this nation to build a winning mentality for future generations of the government (Idris et al., 2012). Informing the character of a student, it cannot be immediately useful because it depends on where he is studying, family environment, friends' environment, and society. So the formation of this character is very influential with the association that the child has. The lecturer's attention can be given to the students in order to make the students better than the lecturers and students' parents regarding how to talk, how to dress, discipline, how to get along with friends, and so on.

Students are one of the critical assets that need to be fostered to become a successful generation in their respective majors with what they have chosen. Thus the expectations of the lecturers, students are useful for the community family environment and workspace environment. A little picture of students that the authors researched at Gorontalo State University because, according to the lecturer's observation, that within the context of students and lecturers always accustom the existence of affection between students and students, students, and lecturers. The author also sees that the ethics of speaking and good manners with lecturers also lack in the formation of student character. With this, a sense of kinship can be seen, one of which is by shaking hands when meeting in the campus environment, and the spirit of kinship reduces students' courtesy within the limits of their speaking ethics. The situation occurs because they live in a neighborhood that does not support the character they have on campus so that the value planted on campus is reduced in character education.

An in-depth understanding of education practitioners towards the concept of character education is at stake for the success of character education in each education unit (Pike, 1997). Although character education has been integrated into schools and on campuses in the Gorontalo City Region, the actual results have not been seen. The process of character education cannot be directly

observed in a short period but requires continuous and consistent operation. Character education is related to a long time, so it cannot be done with just one activity. That is why this is very crucial. One must be implemented and then integrated is behavior to lecturers who are less polite.

On this basis, the authors choose students as objects. It shows students also have a concern for moral growth, fostering the professionalism of an outstanding student. Also, there is in character education, but in reality, there are still some students' behaviors that are not by campus regulations. Based on the description above, the author is interested in watching the strategy and implementation of the implementation of student character education.

## Method

This research uses a systematic method with the aim that the data obtained is valid, so that the research is worthy of being tested and can be justified (Ham-Baloyi & Jordan, 2016; Richter et al., 2020). There are three first implications that there is a character of responsibility in student learning activities. Second, the presence of a disciplined character in learning can build student obedience during the learning process. Third, the presence of honest characters in learning in the classroom can build lecturers' trust in students when learning takes place.

Based on an overview of the studies mentioned above, it seems that researchers have not yet found research on the relationship of character education in speaking to higher education units. This type of research is a qualitative descriptive study to uncover the strategies and implementation of character education that has been done by students (e.g., Hidayat et al., 2019; Picornell, 2013). Data collection techniques used in this study are interviews, observation, and documentation. The interview was used to capture data or information relating to various policies carried out by the campus in implementing discipline character education (e.g., Alshenqeeti, 2014; Apriyanto & Anum, 2018; Moen & Middelthon, 2015; Teijlingen, 2014). Observations were made to see the implementation of discipline character education through classroom learning (e.g., Gudjonsson, 2003; Nielsen, 2015). The documentation technique was used to obtain data about campus rules and learning plans made by the lecturer. In justified the collect data scientifically, in this study, an examination of the validity of the data was conducted. In this study, the triangulation technique was used to check the validity of the data. Crossing information obtained from the source is used to achieve the results of the study (e.g., Apriyanto & Anum, 2018; Apriyanto & Nurhayaty, 2019; Johnson & Wright, 2014; Nobelius, 2002; Yasuyo Matsumoto, 2008). The triangulation technique was used to check the information from interviews with documentation and observation.

## Findings and Discussion

### *Strategy for Implementing Character Education*

Character education can be implemented through several strategies and approaches which include (Zurqoni et al., 2018): (1) integrating values and ethics in subjects; (2) internalizing positive values instilled by leaders, lecturers, and parents); (3) habituation and practice; (4) setting examples; (5) creating a character atmosphere on campus; and (6) acculturation. To improve the suitability and quality of character education, the Ministry of National Education develops the Grand Design of character education for each path, level, and type of education unit. Based on the grand design developed by the Ministry of National Education (2010), psychological individual character formation and socio-cultural interaction can begin early..

Grand design becomes a conceptual reference and operational development, implementation, and assessment at every level and level of education. Steiner & Mahn (2018) argue that character configurations in the context of the totality of psychological and socio-cultural processes are grouped in: (1) spiritual and emotional development; (2) intellectual development; (3) sports and kinesthetic (physical and kinesthetic development); and (4) active and creativity development. The four psychosocial processes are integrated and mutually complementary, which leads to the formation of character that embodies noble values. The development and implementation of character education need to be done concerning the grand design.

## Student Power

Lecturers become the center of attention for students throughout the teaching and learning process on campus. Good or bad behavior of lecturers, it will be imitated by students. That then becomes the understanding that the teacher is a model for students in various aspects. Nothing was moving or associating. The lecturer didn't do it deliberately, and the lecturer simply didn't have the foggiest idea about any better. Since the lecturer was so frantic to be decent and have all understudies pass, the lecturer relinquished authentic learning and genuine understudy commitment for the appearance of those things (Gall et al., 1983). Presently, the lecturer realizes that if understudies are genuinely going to learn, they should be mindful and responsible for how and what they are accomplishing. The more engaged they are, the more probable they are to create transferable abilities that will make them university and vocation prepared.

Understudies will adore being accountable for their learning generally, yet they may not be prepared to do it all alone. So you should platform the experience until they can do it effectively without anyone else. Know that you may experience understudies who aren't keen on these sorts of opportunities. Regularly, respect understudies need to be determined what to do so they realize how to get the evaluation they need. On the off chance that time is spent de-stressing the significance of assessments, this can begin to move too. Here, the teaching-learning process for evaluation of educational program subject, faculty of education consists of 132 students, with details as shown in Tables 1 and 2.

**Table 1. The Number of Students**

No	Class	The Number of Students
1.	A	46 students
2.	B	42 students
3.	C	44 students

**Table 2. The Comparison of Male and Female Students**

No	Class	Female	Male	The Number of Students
1.	A	28	18	46 students
2.	B	29	13	42 students
3.	C	29	15	44 students
Total		<b>86</b>	<b>46</b>	<b>132</b>

## Discussion

### The Correlation between Teaching and Learning Facilities and Media

Teaching and learning facilities owned by students can be said to be complete, including blackboards, tables, chairs, chalk, tape, players, videos, cassettes, computers, libraries, markers, and projectors. This facility is used to help teaching and learning activities and other campus activities. According to Zurqoni et al. (2018), character education learning strategies can be seen in four forms of integration. Following is the combination of student character education learning. First, integration in the course; the implementation of character education is carried out in an integrated manner in the preparation of syllabus and indicators that refer to the competency standards and essential competencies contained in the curriculum.

Second, integration through thematic learning is an approach that combines of several basic competencies and indicators from several subjects to be packaged in a single unit (see Firmin et al., 2017; Oliveira, Mirian; Cristina, Claudia; Santos, Clasissa; Kunzel, 2015; Smith, 1992; Winter & McClelland, 1978). Thematic learning can be developed through:

1. Competency mapping to obtain a comprehensive and complete picture of all competency

standards, fundamental competencies and indicators from various subjects that are integrated into the chosen theme;

2. Identification and analysis for each competency standard, necessary competencies, and indicators suitable for each theme;
3. Establishing a theme network, connecting KD (Basic Competence) and indicators with themes, so that there will be links between topics, underlying competencies, and indicators;
4. Syllabus preparation: thematic syllabus has included character education to be taught to students;
5. Development of character education lesson plans.

Third, integration through habituation; conditioning and habituating to develop character can be done by (1) greeting when starting lectures; (2) praying before beginning the work to instill the value of gratitude; (3) habituating of allowing others to talk to completion before commenting; (4) accustoming to raise a hand if students want to ask, answer, give an opinion and only speak after being pleased; (5) habituating of shaking hands when meeting lecturers; and (6) praying together on campus (Zurqoni et al., 2018).

Fourth, Wrenn & Wrenn (2009) mentioned that integration through student activities includes (1) BEM: students are trained and nurtured to develop themselves and improve almost all characters, for example, train discipline, honesty, respect for time, tolerance; (2) social literacy, namely to foster a sense of caring for others as well as to practice social conversation and social life; (3) sports to teach the value of sportsmanship, the value of hard work and high morale; (4) students exchange: learning outside the classroom or campus that directly sees reality as material for student enrichment in learning through visits to particular places; and (5) outbound, which is activity outside the classroom by emphasizing physical activity which is full of challenges and adventures. Several things that can be done by lecturers in a conducive learning climate include the following; first, the lecturer learns the experience of students on campus through cumulative notes. Second, the lecturer learns the names of students directly, for example, through a list of attendance in class. Third, the lecturer considers the learning environment and student environment. Fourth, the lecturer provides clear, understandable, simple, and straightforward tasks. Fifth, the lecturer prepares daily lectures to fit the plan, and there are not many deviations. Sixth, the lecturer feels passion and enthusiasm in learning to be made an example by students. Seventh, the lecturer does something different and varied, don't be monotonous, so that it stimulates student discipline and enthusiasm for learning. Eighth, the lecturer adjusts the argumentation with the ability of students to be following the understanding of lecturers or measure students from the knowledge of lecturers (Leibowitz, 2014; Nagler, 2015).

To be able to achieve a moral people, one of the ways that can be done is to provide effective, efficient, and exciting learning. It can be called by *PAIKEM* (Practical, Active, Innovative, Creative, and Fun) to be able to achieve quality character learning. Innovative strategies need to be designed. Sustainable learning is a teaching and learning process that is developed to teach all students based on their level of excellence to make them believe and fear God Almighty and master science and technology independently. While in togetherness, they will be able to produce the best work to face free-market competition.

Recently, student-centered learning is better known as *PAIKEM* (Practical, Active, Innovative, Creative, and Enjoyable), which can be explained as follows. First, active learning is an approach to learning approaches that involve more student activities in accessing various information and knowledge (Hartikainen et al., 2019). The information and knowledge are then discussed and reviewed in the classroom learning so that they gain various experiences that can enhance their understanding and competence. Second, creative learning requires lecturers able to motivate and bring out the creativity of students during the learning process by using various methods or strategies.

The development of education in realizing the culture of character on campus that is horizontal can be done through a habituation approach, model, and a persuasive approach or subtly inviting campus residents, by giving reasons and good prospects that can convince them (Ekosusilo, 2020).

The attitude of the activities is in the form of proxies, namely making their actions or initiatives, types and directions determined by themselves, and reading the emergence of actions so that they can contribute to color and direct to the development of religious values on campus. It can also be in the form of anticipation, namely active actions to create ideal situations and conditions to achieve the excellent goals (Tarricone & Luca, 2002).

In more detail, the formation of positive characters can be done through the following four approaches. First, the instructive structural approach or character-building strategy on campus, has become the commitment and policy of the leader or rector so that various regulations or policies are born that support the various character activities on campus along with various supporting facilities and infrastructure, including in terms of habituation.

Second, the formal curricular approach, namely the character-building strategy on campus, is carried out in the integration and optimization of lecture activities in all subjects and characters developed (see education, 1992; Taylor; Bogdan, Robert; Marjorie L, 2016; Wesche, 2012).

Third, the fragmented mechanical approach, namely the character formation strategy on campus, is based on the understanding that life consists of various aspects, and education is seen as planting and developing a set of life values that each move and run according to its function (Creswell, 2014).

Fourth, a systematic organic approach or character education is unity or as a campus system that seeks to develop views or life spirits based on values and ethics, which is manifested in life attitudes, behaviors, and life skills that are characteristic for all campus people (Agboola & Tsai, 2012; Meindl et al., 2018; Asif et al., 2020). The following are the activities of character education learning observed by the author.

### ***Student Culture Observation***

#### 1. Discipline

Discipline in the campus environment where students are doing instructional activities. In the campus environment, this discipline is realized in the implementation of campus rules. There are still some students who are still not by the standards, for example, on how students dress communicate with lecturers.

#### 2. Neatness

Male students do not wear t-shirts, cover their *aurats* (the intimate parts of the human body that must be shielded from the sight of others with clothing) are evidenced by wearing long pants, and they are not long hair, while the female students wear their long clothes, so the clothes are not folded in the trousers or skirt, and they wear hijab for those who are Muslim.

#### 3. Manners

Students are polite to the lecturers and guests who come to campus. Students use language and respectful attitude at every moment to meet with lecturers or other leaders. Students greet their lecturers when they meet.

#### 4. Cooperation

Student cooperation is seen especially during the instructional process, such as the implementation of group assignments, both class assignments, and home assignments.

#### 5. Responsibility

The responsibility of students is to study well, do the lecturer assignments that have been given to them and not leave the task before completing it, discipline in obeying campus, or lecturer's rules.

#### 6. Obedience to worship

Dhuhr prayer is a congregation of all campus officials, especially those who are Muslim.

#### 7. Careless

Students' concern about cleanliness is still lacking. It is proven by the rubbish in the campus environment, especially in the classroom.

#### 8. Independence

Students try to complete each task with the fastest and most efficient time possible, while independent learning is carried out in discussion activities. The active role of students in these activities indicates that these students have high learning independence.

#### 9. Diligent

Students are diligent in carrying out the tasks of the lecturer, and it is evident that each student is given a course assignment, there is no student late in collecting assignments.

### ***Lecturer Culture***

#### 1. Modeling

Lecturers can show a polite attitude, calm words, and have a personality that pleases all students. They give proper examples such as diligent, on time, responsible, and so forth. Besides, the lecturers always present with great joy, providing guidance, assistance, advice, constructive criticism with sincere intentions. What lecturers do outside the classroom can at least give a positive image if they can act well.

#### 2. Discipline

The discipline of lecturers in teaching, the personal discipline attitude of lecturers, also shows the enthusiasm and sense of responsibility to carry out their duties, showing their love for their work as lecturers.

#### 3. Neatness

Lecturers pay attention to the neatness of clothes and appearance in addition to being able to generate self-confidence can also create an attraction for students. They are dressed in matching and are not too bright, so that their students are interested in attending the lectures given.

#### 4. Manners

Lecturers speak in a kind tone, respect their students, be patient with students.

#### 5. Cooperation

It can be seen that there is a cooperation between lecturers and students, especially during the lecture process, as well as cooperation between lecturers that can be seen in the opening of suggestions and criticisms between lecturers, as well as exchanging positive information for mutual progress.

#### 6. Responsibility

The responsibility of the lecturer to master effective teaching methods where the lecturer must be able to become a model for students, be able to give advice, learn the guidance techniques and services and be able to make and carry out other evaluations.

#### 7. Obedience to worship

Prayer services, especially on campus, can be seen when dhuhur prayer time.

#### 8. Independence

Independent lecturers can develop creativity in preparing their learning designs, one of which is lecturers making PowerPoint media in the instructional process. That is the way the lecturer activates students to feel involved in the learning process and the way the lecturer provides information to students.

#### 9. Careless

Lecturers develop professional relationships with their students, listen to their students, create a warm atmosphere, know the character of students individually, show empathy, and meet the academic and emotional needs of their students.

Character education is carried out in three activity groups. First, character building is integrated with learning in the course (Zurqoni et al., 2018). Various things related to character (values, norms, faith, and obedience, etc.) are designed and implemented in learning-related subjects. It starts with the recognition of cognitive benefits, appreciation of values affectively, finally to the actual practice of values by students in everyday life. Secondly, character-building is integrated with campus management (Leibowitz, 2014). Various things related to character (values, norms, faith, and obedience, etc.) are designed and implemented in campus management activities, such as student management, campus regulations, human resources, facilities and infrastructures,



finances, libraries, learnings, assessments, and information, as well as other management. Third, character building is integrated with student activities (Goss & Holt, 2014; Wrenn & Wrenn, 2009).

### Conclusion

Based on the description and discussion above, the following conclusions can be made. First, the character education learning strategies on campus can be integrated into four forms, including (1) integrating values and ethics in the course; (2) internalizing positive values that are instilled by all campus residents; (3) habituating and practicing, setting examples and model; and (4) creating character atmosphere on campus and civilization. Second, the implementation of student character education can be done through (1) integrating between character formation and learning; and (2) managing dictionary and students affair.

Based on the two conclusions above, several important points can be given, namely, first, the lecturer as a must be obeyed and imitated figure has an important role in the implementation of character education on and off-campus. It is appropriate for lecturers to have good character, good personality competence, where the personality competencies illustrate the personal nature of a lecturer. Second, many things can be done to realize character education on campus. The concept of character is not enough to be used as a point in the syllabus and plans for conducting lectures on campus, but it must be more than that, carried out, and practiced. They were starting with learning to obey campus rules. The university must make character education a well-developed value setting on campus embodied in examples and concrete appeal applied by lecturers and leaders on campus in daily activities on campus.

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