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THE DEVELOPMENT OF CHARACTER STRENGTHENING IMPLEMENTATION GUIDELINES FOR STUDENTS (Case Research: Students of the Faculty of Education, The State University of Makassar)

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ABSTRACT

Character is the values of goodness that have become a habit in action, which is a person's personality formed as a result of applying the various virtues. Character is a good mental trait that is shown when behaving politely, generously, forgiving, full of love, willing to sacrifice, appealing to humor, not excessive, and always obedient and pious. Character education focuses on implementing good values either in actions or behavior. Thus, character education is a process of forming habits in applying good values including the formation of moral knowing, moral feeling, and moral action. This research aims to develop a guidebook for implementing the strengthening of character education to solve moral dilemmas for students. The developed guidebook is expected to have validity and practicality in instilling good values for students. The research type is research development. The subjects of this research consisted of value education experts, lecturers, and students. Data were obtained by using interviews, documentation, and questionnaire techniques. Data analysis techniques used qualitative and quantitative analysis. The results showed that the character values for developing a guidebook for strengthening the character education consisted of five main characteristics, including behavior, diligence, cleanliness, neatness, and discipline. Additionally, those characteristics can be applied through intra-curricular, co-curricular, extra-curricular, and non-curricular activities. The test results of the guidebook were valid, and the results of the responses from prospective users showed that the Graduate Competency Standards, Content Standards, and Program Descriptions and assessment were in highly great qualifications. The results of this research were expected to meet the demands of providing a guidebook for strengthening the character education that can be used by lecturers and students in the implementation of strengthening of the character education at the Faculty of Education, The State University of Makassar.

Keywords: Development research, Guidebooks, Strengthening Character Education, Students

INTRODUCTION

In various problem situations that receive attention in the education field, crime and demoralization against children are increasing. This can be seen in the existence of malignancy groups against children, brawl or ransom, stabbing, watching pornographic films, alcohol abuse, accessing pornography, drug addiction, and increasing abortions (Baharun & Ummah, 2018). The problem of moral dilemmas is in the public's spotlight, especially the problem of deviations from character values among children and adolescents.

Various problems related to these behavioral deviations will certainly develop if there is no effort to prevent the violent trend for children on campus. One of the efforts to reduce the problem of deviation of character values is through "education". (Baharun & Ummah, 2018) (Mubiar et al., 2020) is the main originator of character education who believes in the existence of true morals that needs to be taught to the younger generation. Thus, they will fully understand what is good and right. Through education, children can understand good and right behavior such as being honest, helping, respectful, humble, creative, and responsible. Education is considered as an alternative that is preventative since it fosters a better generation of the nation. Through character education, it is hoped that it can foster the quality of the nation's young generation in various aspects in minimizing and reducing the causes of various cultural problems and the nation's character.

Public concern about the issue of moral dilemmas has become a concern for the government. Various efforts to organize character education have been carried out in various educational institutions, government institutions, especially at the Ministry of National Education. The development efforts are related to various levels and paths of education, although they are not comprehensive enough. In addition, those efforts have been implemented in education and student training through intra-curricular, co-curricular, and extra-curricular activities (Haniah et al., 2020; Taufik, 2020). This hope eventually accumulates in the government's provisions related to character education, becoming one of the government's priority programs. This school guidance is the operational draft of government provisions in character education.

REVIEW OF LITERATURE

Guidebook Characteristics of Character education

The development of the guidebook for strengthening the character education in this research was developed with its components, including title, legal basis, vision, mission, and goals, implementation system, organizational structure, main characters developed, Graduate Competency Standards, Content Standards, program descriptions, and assessment. The meaning of each component is described in the next following explanation. The title is the main idea that is the subject of the discussion. The title of this research is the guidebook of the strengthening of character education for students. The legal basis is the legal norm

that forms the basis for every legal action by a legal subject. The legal basis for implementing this strengthening of character education is the components of the vision, mission, and goals of FIP-UNM as a reference, direction, and guidance in developing a character value program. It includes the Faculty of Education's vision, mission, and goals. The system for strengthening the character education at the Faculty of Education, The State University of Makassar is carried out through four areas of activities, including **intra-curricular activities**, **co-curricular activities**, **extra-curricular activities**, and **non-curricular activities**. Intra-curricular activities are the strengthening of character value through lecture activities. This activity offers the student character value inculcation through various lecture systems (Baharun & Ummah, 2018) (Haniah et al., 2020; Taufik, 2020). The aim is to provide understanding and habituation of students to internalize character values into daily behavior through the lecture process, both in the classroom and outside the classroom. Those lecture activities not only make the students master the competencies in each subject, but also recognize, realize, and internalize the values of virtue and behavior in everyday life. Intra-curricular activities can be carried out by inculcating character values from lecture activities, assignments, independent courses as local content of character education, and RPS development.

Co-curricular activities are the strengthening of character value carried out for deepening and enriching the intra-curricular activities related to curriculum content. Intra-curricular activities are designed to cultivate and habituate the students in applying character values through workshops, seminars, training, religious and community programs, and outdoor learning activities. Extracurricular activities are the strengthening of character value aiming to expand the potencies, talents, abilities, personality, cooperation, and independence of students optimally through talent and interest training activities. Extra-curricular activities such as installation and habituation activities apply the student character values through art and sports activities. This activity is adjusted to the student's interests and talents, such as scouting activities, sports, arts, and others (Sarkadi et al., 2020a).

Non-curricular activities are activities to instill an understanding of protecting the environment. The environment does not appear suddenly, but needs to be taught and requires a process of habituation. This non-curricular activity is aimed to enhance the habits in various activities as needed, for example, community service, implementing clean life and avoiding the danger of being dirty, throwing garbage in a dustbin, reading non-lesson books, getting used to praying, attending the meeting with parents/guardians of students, involving students in solving environmental and community problems, awareness of planting trees, etc.

The Developed Main Character

The developed main characters in the implementation of the strengthening of character education of the Faculty of Education are divided into five aspects, including Aspects of strengthening the character of behavior, Aspects of

strengthening the character of diligence, Aspects of strengthening the character of cleanliness, Aspects of strengthening the character of neatness, Aspects of strengthening the character of discipline. The aspect of strengthening the character of behavior is the activity of instilling student behavior habits by getting used to religious behavior, politeness and courtesy, obedient, appreciative, respectful, honest, responsible, compassionate, patient, loyal friend, forgiving, friendly, cooperative, wise, and cooperative (Effendi et al., 2020; Sarkadi et al., 2020b). The aspect of strengthening the character of diligence is instilling the habit of diligence values by familiarizing students with praying on time, attending and entering class on time, not skipping class, carrying out assignments, diligently worshipping, actively discussing, diligently asking questions, and diligently organizing classes.

The aspect of strengthening the character of cleanliness is inculcating the values of cleanliness by familiarizing students with keeping the classroom and environment clean, not spitting in any place, not crossing walls, tables, and chairs, and others. The aspect of strengthening the character of neatness is inculcating neatness values by familiarizing students: dressing appropriately, dressing neatly, wearing appropriate shoes, no long-haired, no tattoos, no tight clothes for women, and no opened shirt buttons. The aspect of strengthening the character of discipline is instilling the disciplinary values by familiarizing students to be disciplined (Combe, 2014; Mariani Effendie, 2014). Graduate competency standards are graduate ability qualifications including knowledge, attitudes, and skills. Content standards are the scope of the material and the level of competence as outlined in the criteria for graduate competence, research material competence, and subject competence.

Character Education

Character is a collection of values that lead to a system that underlies the thoughts, attitudes, and behaviors that are displayed. Character is the strength to endure the "difficult" times. What is certainly meant is a good, precise, and tested character. stated that character education emphasizes the spiritual ethical dimension in the process of personal formation.

Character building must be done integrally which involves aspects of knowing, acting (training and habituating self), and feeling, so that it will produce a group of human beings who love virtue. The lovers of virtue are those who always do good deeds (obey the rule of law), and they will live victoriously on this earth. "And indeed, we have written in the Zabur after (we wrote in) Lauh Mahfudz, that this earth was inherited to My pious slave" (Soorah al-Anbiyaa ' :105).

METHODS

This research is development research. The process development guidebook for implementing the strengthening of character education adapted the 2013 curriculum model in three stages, including the first stage by conducting requirement analysis, the second stage by designing the guidebook, the third stage by developing a character education strengthening guidebook, and the fourth stage by testing the product (Fuertes-Camacho et al., 2019). The procedure to create a guidebook for implementing valid and practical character education strengthening is to be used in the implementation of character education in the faculty of education (Tsimane & Downing, 2020). The subjects of this research are policymakers, education experts, lecturers, and students. The research instruments used in this research were a requirement analysis questionnaire, an expert response questionnaire, and a prospective user response questionnaire (Hamadi et al., 2021). Data analysis was carried out following the stages of the research which was carried out through three stages, including analysis of data identification of requirement, testing of product validity, and field testing using descriptive analysis. For product decision making, the guidebook product used the success criteria, which was in the minimal category of "good enough".

FINDINGS AND DISCUSSION

Description of character values for the purposes of developing a guidebook for strengthening character education for students.

This research is development research. The first step in this research is to identify character values through various sources of information. The aim is to obtain data on character values for the purpose of developing a guidebook for strengthening character education for students.

The initial survey of the application of character values in the four types of student institutional activities (intra-curricular, co-curricular, extra-curricular, and non-curricular) at the Faculty of Education showed that in the intra-curricular field, the application of character values had not worked well where lecturers had not shown character values developed through RPS and in lecture activities. In the field of co-curricular activities, such as seminars, training, workshops, and the like, it had not shown the character values to be developed and accustomed to, and there was also no assessment instrument to determine student character behavior (Baharun & Ummah, 2018; Mubiar et al., 2020; Taufik, 2020).

Observation from the religious value, students were still less able to pray together at the mosque and carry out various religious activities. Observation from the extra-curricular field had not clearly shown the character values that had been developed and used to include the assessment. Similarly, from a non-curricular aspect, recently there had been no program of inculcating character

values through campus social activities such as community service, cooperation, and weekly clean activities (Combe, 2014).

The results of interviews with the head of the institution, lecturers, employees, and students on the implementation of character strengthening at the Faculty of Education showed that a similar understanding was obtained that, at the Faculty of Education, the implementation of strengthening the character education had not been running properly, either through intra-curricular, co-curricular, extra-curricular activities, curricular, or through non-curricular activities (Sahabuddin & Makkasau, 2016).

The results of the interview on Monday 5-6 July 2021 to lecturers, policymakers, employees, and students, jointly informed that the implementation of strengthening the character education had not been carried out as expected. The non-implementation of the character education strengthening program was due to the unavailability of implementation guidelines. There was no guidebook designed structurally that can be used by teachers as a guide in designing, implementing, and assessing the implementation of strengthening the character education.

The results of the identification of character values through literature and expert views as a necessity showed that there were five main characteristics for the students required for the Faculty of Education, including behavioral values, diligence values, cleanliness values, neatness values, and discipline values. In this situation, the researcher tried to identify character values through literature and interviewed the authorities regarding character values to develop a guidebook for strengthening character education. Finally, it was found that there were five main characteristics for the requirement of students of the Faculty of Education, including behavioral values, craft values, cleanliness values, neatness values, and discipline values.

The number of character values and the limited time available were witnessed in the implementation of strengthening the character education so that it was essential to conduct research of the requirement through several sources of information. This activity was carried out with the aim of gathering views, suggestions, and determining character values for priorities. This activity was carried out to collect and clarify the values of priority characters, timing, and implementation strategies.

Data analysis of character values for this research required five main characters to develop the guidebooks and form the habituation of students through intra-curricular, co-curricular, extra-curricular, and non-curricular activities. For each main character, the following agreement was obtained: the value of the character of behavior included religious, polite and courteous, honest, responsible, forgiving, patient, compassionate, helpful, obedient, and friendly. Meanwhile, the value of the diligence character included being on time, not skipping class, being diligent in worshipping, coming home from college on

time, being sincere in working, and being diligent in group study (Effendi et al., 2020).

Cleanliness character values included neatly dressed, neat hair/veil, care about the cleanliness of the classroom and the environment, do not spit in any place, do not scribble on walls, tables, and chairs, cleaning the blackboard, do not smoke, and do not use drugs. Additionally, the character of neatness consisted of clothing properly, using appropriate shoes, no long-haired for men, no tattoos, not wearing tight clothes for women, wearing shoes and socks, wearing hijab for women, and appropriate sports clothes. Discipline character values included no violating campus/institutional rules and regulations, inactive cell phones during lectures, attending and returning home on time, no fighting, no skipping classes, staying at class during lectures, praying together at the mosque on time, and being active in co-curricular activities and extracurricular.

1. Design Stage

This stage is the process of designing a draft guidebook for strengthening character education. The resulting guidebook was structured in a format with a title, introduction, table of contents, discussion, and assessment. The resulting guidebook was further developed with a description of the character education strengthening program. The resulting guidebook fulfilled the elements of content feasibility, graphic eligibility, and language eligibility. The resulting guidebook product was a guidebook that had a level of validity and practicality and was appropriate with the requirement of the target users of the product.

2. Expert response to the guidebook product for character education strengthening.

It has been stated previously that the goal of this development activity is to produce a guidebook product for strengthening character education. The product was then assessed for content and construction (validity) by content experts and design/construction experts (Kollmuss & Agyeman, 2002).

Validity testing aimed to evaluate the content and design, as well as the quality of the guidebook through feedback, criticism, and suggestions for product improvement (Taherdoost, 2016). The validation testing technique was carried out by giving the resulting product to an authorized expert. The validator is given a complete manual along with the validation instrument that had been provided.

The aim was to provide an assessment of each component on a scale of 1 – 5 (very good, good, adequate, bad, and very bad) and provide criticism/suggestions by filling in the columns provided on the instrument (Effendi et al., 2020). Validation was carried out by psychology experts, moral education experts, and religious experts. To assess the validity of the guidebook, the validator provided an assessment of three aspects, including content and design validity, linguistics,

and graphics. Details of the validation results of the manual are presented in the following table.

Tabel 1 Expert Feedback on Products

No	Eligibility of Guidebook Components	Average Rating	Category
1	Cover	5.00	Very Valid
2	Legal basis	4.60	Very Valid
3	Vision, mission, goals	5.00	Very Valid
4	Organizing system	4.60	Very Valid
5	Organizational structure	4.40	Very Valid
6	Developed main character	4.40	Very Valid
7	Graduate competence standard	4.80	Very Valid
8	Content Standard	4.80	Very Valid
9	Program description	4.60	Very Valid
10	Assessment	4.60	Very Valid
Average		4.68	Very Valid

The table above shows that the guidebook products developed on average are 4.68 in the "very valid" category, when converted into percent it is 93.60% in the "very valid" qualification. When assessing the eligibility of the guidebook, lecturers and employees gave a very good category assessment consisting of the title, legal basis, vision, mission, and goals, organizing system, organizational structure, developed main character, graduate competency standards, content standards, program descriptions, and an assessment. Each of these aspects had met the eligibility criteria so that the product met the requirement of potential users.

3. Responses to Prospective Users on Guidebook Products

Guidebook products that have obtained expert approval, need prospective users (lecturers and students) to provide an assessment of the product components, including the title, legal basis, vision, mission, and goals, organizing system, organizational structure, developed main character, graduate competency standards, content standards, program descriptions, and assessment.

Based on the results of the prospective user's assessment of the developed guidebook, the qualification is "very good". Details of the results of the assessment of potential users are presented in the following table.

Table 2 Potential user feedback

No	Eligibility of Manual Components	Average Rating	Category
1	Cover	5.00	Very Good
2	Legal basis	4.60	Very Good
3	Vision, mission, goals	4.80	Very Good
4	Organizing system	4.60	Very Good
5	Organizational structure	4.60	Very Good
6	Developed main character	4.60	Very Good
7	SKL	4.80	Very Good
8	Content Standard	4.80	Very Good
9	Program description	4.60	Very Good
10	Assessment	4.60	Very Good
Average		4.70	Very Good

In the table above, it is shown that the guidebook products developed are categorized as "very good" on average, when converted into percent, it is 94 % in the "very good" qualification.

The eligibility of the components of the guidebook gains very good results on the title, legal basis, vision, mission, and goals, organizing system, organizational structure, developed main characters, graduate competency standards, content standards, program descriptions, and assessments. Each of these aspects has met the eligibility criteria so that it can be continued to the trial stage for students.

7 CONCLUSION

Based on the results of the research, it can be concluded that the product guidebook for strengthening the character education for students was valid, practical, and appropriate for prospective user requirements to be used by students of the Faculty of Education, The State University of Makassar. In particular, the results of this research are an overview of the requirement for character values for the development of guidebooks showed that in the Faculty of Education, The State University of Makassar, the application of character values had not worked properly. The application of character values is still experiencing problems because there are no guidebooks for strengthening the character education that can be used by lecturers and students at the Faculty of Education. The results of the research consisted of five main components, including the value of behavior, diligence, cleanliness, neatness, and discipline. Furthermore, character values of behavior obtained values that need to be formed and accustomed to, including religious, polite and courteous, honest, responsible, forgiving, patient, compassionate, helpful, obedient, and friendly. The value of the diligence character includes: being on time, not skipping class, diligent in worshipping, coming home from college on time, sincere in working, and diligent in group study (Ivashchenko, 2020). Meanwhile, cleanliness character values, including neatly dressed, neat hair/veil, care about the cleanliness of the classroom and the

environment, do not spit in any place, do not scribble on walls, tables, and chairs, cleaning the blackboard, do not smoking, and do not use drugs. The character of neatness, including clothing properly, wearing appropriate shoes, not long-haired for men, no tattoo, not wearing tight clothes for women, wearing shoes and socks, wearing hijab for women, and wearing appropriate sports clothes. Moreover, discipline character values, including not violating campus/institutional rules and regulations, inactive cell phones during lectures, attending and returning home on time, no fighting, no skipping classes, staying at class during lectures, praying together at the mosque on time, and being active in co-curricular activities and extracurricular. The results of the validation testing of the components of the guidebook product, including the title, legal basis, vision, mission, and goals, organizing system, organizational structure, developed main character, graduate competency standards, content standards, program descriptions, and assessments (Fasanelli et al., 2020). Each of these components had met the criteria for validity and had received approval from experts. The expert's assessment of the product components of the manual found that the product components received validity and construction approval from the experts. The assessment qualification of each component was in the "very valid" category. Therefore, overall, product components were characterized as having content and construct validity related to theory and requirement (Sarkadi et al., 2020b) (Arufe-Giráldez et al., 2019). The process of determining the validity of this product was conducted by asking for assessment, criticism, and suggestions for product improvement and refinement according to expert responses on education and related design. The results of the responses for potential users indicate that "The Guide to Strengthening Character Education was in the "very good" category and related to the requirement for prospective users (lecturers and students) and provided convenience for research targets. Thus, the product guidebook for implementing character education strengthening is qualified, valid, and practical, and according to the needs of potential users.

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