



The Role of PJKR Lecturers in Strengthening Character Education

Suastika Nurafiati^{1*A-D}, Herman^{2BD}

¹Programs Studies Physical Education, Health and Recreation, STKIP YPUP Makassar

²Programs Studies Physical Education, Health and Recreation, STKIP YPUP Makassar

*Corresponding Author: suastikajuliani@yahoo.co.id

Authors' contribution: A) Conception and design of the study; B) Acquisition of data; C) Analysis and interpretation of data; D) Manuscript preparation; E) Obtaining funding

ABSTRACT

Character education is the most important thing in developing students' potential to become human beings with character. One of the supporting elements in the development of character education in national education is the teaching staff. Lecturers as educators participate in the development of educational character. The role of lecturers in carrying out the tri dharma mandate of higher education is carried out through education and teaching, research and development, community service. The objective of this study is related to the role of PJKR doses in strengthening student character education at STKIP YPUP Makassar. The research was conducted using qualitative research methods where data was obtained using interview, observation and documentation techniques. The results of the study show that the role of PJKR lecturers in strengthening character education is carried out in education, teaching and student development. Lecturers integrate values into learning starting from the formulation of teaching plans, implementation of learning and teaching methods. Student advisors, lecturers become role models that can be emulated by students in socializing and behaving.

ARTICLE HISTORY

Received: November 23, 2022

Accepted: December 28, 2022

Publish: January 12, 2023

KEYWORDS

Lecturer Role;
Education character;
Physical education

How to Cite : Nurafiati, S. & Herman. (2022). The Role of PJKR Lecturers in Strengthening Character Education. *Journal RESPECS (Research Physical Education and Sport)*, 5(1), 56-61. <https://doi.org/10.31949/respecs.v5i1.3794>

INTRODUCTION

Education is a conscious and planned effort to improve the quality of life. The importance of education lies not only in the achievement of knowledge but in the process of humanizing humans (Wahyu, 2011). Therefore, education is expected to be able to create a superior generation both in terms of knowledge and attitude or behavior. Good education is education that directs one's self-development to be able to compete and create people with character (Manullang, 2013). The importance of character education in optimizing moral values in it so that it becomes a human being with character.

Efforts to instill character values in attitude and behavior can be done through habituation and exemplary (Zubaedi, 2011). Character education has proclaimed in



education national through the National Character Education Movement (GNPK) since 2010 and optimized Becomes Strengthening Character Education (PPK) in policy Regulation President (Perpres) No. 87 of 2017. Implementation strengthening education character done on line formal education. Application education character could conducted with integrate values character good it's on activity intracurricular nor extracurricular (Gunawan, 2012).

The role of character education during the current moral crisis is a form of preventing juvenile delinquency and increasing moral values that are declining (Shidiq et al., 2018). The decline in character values, especially among students, has suddenly been heard both in the news and in plain view. Many anarchic demonstrations, fights between students, lack of respect for elders, narcotics, and promiscuity (Mentari & Yanzi, 2020). Many character or moral problems are triggered by a lack of control from the family and the influence of the globalization environment and external cultural influences that make the younger generation follow external developments or trends and set aside their own culture, (Mentari et al., 2021).

The decline in character values in the world of education, especially in tertiary institutions, can also be marked in various cases of moral problems such as a decrease in the value of honesty (cheating, corruption), cases marked by a decrease in the value of adab/etiquette (disrespect), a decrease in the value of discipline (disobeying rules), lack of sense of nationalism (no empathy for national activities), delinquency (fights/brawls between students) and other cases. There are various problems of moral values that make it important for character education to be implemented in universities.

The importance of strengthening character education is integrated into activities at schools and tertiary institutions as optimizing character education in overcoming moral problems (Hendarman & PPK, 2017). Character education or value education can be done through moral knowing, moral action, moral modeling, moral feeling and loving, punishment, traditional games and habituation/habituatio (Cahyono, 2015). Therefore, the role of educators is needed for the application of character education in various activities in tertiary institutions. Even though the cultivation of character values has been carried out in the family environment, community environment and also in the school environment, strengthening character education is also important to be instilled in tertiary institutions as a form of continuity from the overall character education goals. Efforts to improve the younger generation with programs to strengthen character education involve all stakeholders, both educators (lecturers/teachers as well as the participation of parents and the community (Hendarman & PPK, 2017).

The implementation of strengthening character education in tertiary institutions is carried out with the participation of lecturers as teaching staff who are able to design and design learning towards character education. The main task of lecturers as professional educators and scientists in Government Regulation of the Republic of Indonesia Number 37 of 2009 is to transform, develop and disseminate science, technology and art through education, research and community service. In addition, it is hoped that lecturers must be able to be role models or role models in good behavior and behavior so that their students can emulate and emulate them. Strengthening student character can be optimized with

the participation of lecturers in mentoring and in teaching. Lecturers must be able to design courses or teaching that integrates character values in them. Habituation and exemplary teaching are things that should be done by lecturers. As a lecturer with character, you can see his characteristics as being competent and committed to advancing higher education (Takamokan, 2020). There are various problems with the decline in student character values so that the author examines further the role of physical education, health and recreation lecturers in strengthening student character education at STKIP YPUP Makassar.

MATERIALS AND METHODS

Research related to the role of physical education, health and recreation (PJKR) lecturers in strengthening the character education of STKIP YPUP Makassar students is research with a qualitative approach. Qualitative research aims to describe and describe a case of phenomenon or event in depth. Data collection by conducting interview techniques and direct observation techniques in the field. The data obtained are in the form of interviews and observations related to the role of lecturers in strengthening character education. The main data sources in this study were all PJKR lecturers, totaling 12 lecturers as well as additional data sourced from components related to the phenomenon cases studied.

The data obtained is managed or described in the form of words and actions as evidenced in the form of documentation (Moleong, 2012). The data analysis technique used in this research is Miles and Huberman's interactive analysis. The data that has been analyzed regarding the role of the Physical Education, Health and Recreation lecturer is described in descriptive words and in the form of a research report.

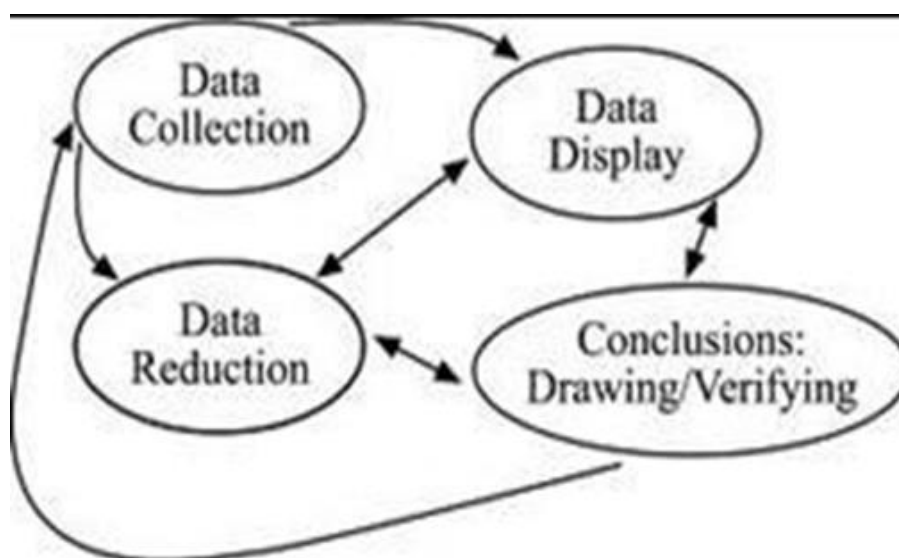


Figure 1. Analysis Miles & Huberman research

Explanation:

Data Collection = Collection of interview and observation data

Data Reduction = Coding of relevant data

Data Display = Presenting and describing

Conclusions = Withdrawal conclusion form description and results report

RESULTS AND DISCUSSION

Lecturer Role Strengthen Character Student

Regulation legislation about lecturer No. 37 of 2009 mentioned that lecturer have Duty main in transform, develop, and disseminate knowledge science, technology and art through education, research and service to society. Lecturer role in prostrate education national conducted through the Tri Dharma of Higher Education namely education and teaching, research and development science, as well devotion to Public (Suhaida & Azwar, 2018). Duties and responsibilities lecturer as power educator besides teach, lecturer expected Becomes mentor in form intelligent, religious, supportive students diversity, democracy as well as welfare people man in accordance destination education national in the National Education System Bill Year 2022. Formation character student especially in college tall could done with role as well as lecturer as instructor, mentor, facilitator nor as example in give example (Bali, 2013). Next , education character could done with good when power educator teach about values good character and can show behavior or good deed to student (Hardiyanti, 2016). Based on results interviews and observations with lecturer education physical education , health and recreation (PJKR) at STKIP YPUP Makassar, there is various role lecturer in strengthening education character as following.

1. Lecturer As Educator and Teacher

The learning process carried out by lecturers of physical education, health and recreation at STKIP YPUP Makassar in strengthening character education is one way to include character values in learning outcomes. Courses in the physical education, health and recreation study program consist of theoretical and practical courses. The PJKR study program is a major in the field of education (teaching), especially in the fields of physical education and sports. Various subjects, especially subjects in sports which contain character values in them such as discipline values, sportsmanship values, honesty values, and independence values. The character values that exist in sports courses become a place to integrate directly into learning in the field. The concept of learning in physical education, health and recreation involves three domains in learning, namely the cognitive domain, the affective domain and the psychomotor domain. It is expected that with the concept of these three domains, students are not only capable of movement or physical activity skills, but in attitude and knowledge must go hand in hand.

Lecturers as educators and teachers basically carry out their obligations to teach with a minimum of 12 credits in each subject. Based on the results of interviews, lecturers in teaching make lesson plans to be further applied in learning (teaching and learning) and then carry out learning evaluations. Learning plans made by lecturers are in the form of RPS and SAP which contain learning achievements and are integrated with character values. Strengthening character education by lecturers as educators is to teach and guide students to apply good values, set an example or act as role models for students to emulate. Lecturers as professional educators carry out their duties and responsibilities in educating the nation's children who have character and morals. The task of the lecturer in teaching and guiding both in terms of transferring the knowledge possessed by the

lecturer and in fostering students to become individuals who have good morals or character.

Based on the results of observations in the field, there are activities to strengthen character education carried out by PJKR lecturers in teaching, namely 1) setting an example in carrying out their duties and obligations as a teacher; 2) Develop a learning plan that contains character values and is integrated into learning activities; 3) using teaching strategies or methods that involve giving examples of good behavior and actions; 4) creating communicative learning (lecturers behave and be friendly in teaching). The participation of PJKR lecturers in strengthening character education for STKIP YPUP students is clearly carried out in teaching activities.

2. Lecturer As Advisor

The lecturer's task in supervising students is a form of lecturer's responsibility as an educator in tertiary institutions. The role of the lecturer as a supervisor is the main task as an educator to be an example that can be imitated and to have a good influence on student success. Based on the results of interviews that, in strengthening character education students are guided to carry out their obligations as students who have knowledge in their field and are able to behave well. Instilling character values in students is done through guidance or direction to become better. Lecturers are role models that students should emulate both in attitude and behavior. The role as a supervisor makes the lecturer must be able to behave and behave well to be a role model and can be emulated by his students.

Lecturer service as a supervisor is a measure of student success in completing their studies. Guidance development is carried out by lecturers by trying to show examples of good character so that later students will know and be able to carry out these character values in their lives and become habits. Based on the role of the lecturer as a mentor in carrying out his duties as an educator, the lecturer must be able to become an advisor or counselor who understands student attitudes and behavior. The guidance provided by PJKR lecturers includes 1) encouragement to students to complete their studies on time; 2) achievement development; 3) guidance on student internal problems; 4) mentoring and giving motivation to study diligently 5) advising to always be grateful and uphold adab or manners as an educated student. Guidance carried out by lecturers is expected to be carried out in a sustainable manner within the family and community environment.

CONCLUSION

Lecturer as educator permanent run duties and obligations in educate child nation that has good character and morals. Lecturer role education physical, health and recreation (PJKR) in strengthening education character students at STKIP YPUP Makassar carried out in form education, teaching and mentoring. Lecturer integrate values character in achievements learning in RPS and SAP later applied in learning. learning process teach conducted lecturer with designing communicative learning and with gift examples score discipline, sportsmanship, honesty in subject sports. Strengthening results education characters also do lecturer as mentor. Lecturer role in guide one of them students with make lecturer as possible role model imitated or emulated by students in behave and behave. Student

guided for discipline operate his obligations as students who don't only capable dominate knowledge knowledge in the field however expected capable behave and behave as educated person.

REFERENCES

- Bali, MM (2013). *Lecturer Role In Develop Character Student* (Vol. 4, Issue 2).
- Cahyono, H. (2015). *Values Education Strategy in forming Character Madrasah Tsanawiyah (MTs) student Ali Maksum Krapyak*. Sunan State Islamic University Kalidjaga.
- Gunawan, H. (2012). *Character education: concept and implementation*. Alfabet.
- Hardiyanti, R. (2016). *Teachers Character Development In Teacher Education*. <http://aisteel.unimed.ac.id/proceeding-aisteel-2016/>
- Hendarman, & PPK, T. (2017). *Concepts and Guidelines Strengthening Character Education*.
- Manullang, B. (2013). Grand Character Education Design Generation Gold 2045. *Journal of CharacterEducatio*.
- Mentari, A., & Yanzi, H. (2020). *Character Building Since Early Childhood Through Story Telling AboutFolklore*.
- Mentari, A., Yanzi, H., & Sutrisno Putri, D. (2021). *Implementation of Character Education in Higher Education Implementation of Character Education in Higher Education* (Vol. 10, Issue 1).
- Moleong, LJ (2012). *Methodology Study Qualitative* (print K). Bandung: Youth PT Offset Rosdakarya.
- Shidiq, AF, Santoso, &, & Raharjo, T. (2018). The Role of *Character Education in Adolescence As Prevention Delinquency teenager*. 5 (2), 176–187.
- Suhaida, D., & Azwar, I. (2018). Lecturer Role In Develop Character Independent in Students. In *Journalof Social Education* (Vol. 5, Issue 1).
- Takamokan, H. (2020). Lecturer Role In forming Character Iain Ambon Islamic Religious Education Student. *Faculty of Islamic Religious Education Study Program Knowledge Tarbiyah and Teacher Training State Islamic Institute (Iain) Ambon*.
- Revelation. (2011). Problems and Building Efforts Character nation. *Journal Community*, 3 (2), 143. <https://journal.unnes.ac.id/nju/index.php/komunitas/article/view/2310/2363>
- Zubaedi. (2011). *Character Education Design Conception and Application in Educational Institutions* (Pert Edition). golden Prenada Media Group.