Characters Values Identification and Its Implementation in Universitas Syiah Kuala

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Abstract: Character and scientific competences play important roles in one's success. Universitas Syiah Kuala (Unsyiah) as a higher education institution has a major challenge for preparing students to face challenges in the era of 4.0. One of the strategies used to strengthen the character of students and academia. The study is to find out the character values and strata that will be implemented at Unsyiah. This study applies a qualitative approach over two phases. The first phase, it begins with an analysis of the internal conditions and strategies that have been implemented by Unsyiah. Secondly, it identifies the characters required to face future challenges. Data collection was carried out through focus group discussion activities employed 40 of participants that consist of lecturers, education staff, and students as well as leaders from various faculties and work units at Unsyiah. In this study, the analysis is used to process obtained data. The result of this study found that there are five play values that require to be implemented at Unsyiah, namely universal, religious, ethical, independent, and social values. These values can be implemented through intra and extra-curricular activities at the university, faculty and study programs as well as work units and research centers. The design of character values can be implemented by following standard operational procedures and character manuals at Unsyiah.

1 INTRODUCTION

Preparing graduates to have the skills required in the 21st century is the thing pursued by universities including the Universitas Syiah Kuala (Unsyiah). Unsyiah is one of universities in Indonesia that is accredited by the value of A, would have to carry out the programs planned, well structured, systematic and sustainable way to produce students to enable to compete in the global world in accordance with the vision of the university is , namely "Being a university that is innovative, independent, and prominent in Southeast Asia, in the fields of education, research and community service".

The efforts referred to have been carried out as reported by Wahyuniati, et al (2016) and currently these efforts are still continuing. The paradigm of lecture is oriented on the fulfillment of competence in the realm of cognitive is not enough (www.weforum.org: Insight Report Economic Forum, 2018). The world of work today requires various soft skills and good characters. Therefore Unsyiah needs to identify the soft skills and character values that need to be strengthened among students through academic activities on intra-curricular, co-curricular and extra-curricular activities.

Unsyiah's efforts to improve student soft skills through intra-curricular activities have been carried out continuously at general education units (MKWU lectures) through the general education program since 2016. The program aims to improve critical thinking, soft skills and value through lectures. This program takes place through the Directorate General of Learning and Students Affairs, Ministry of Research, Technology, and higher Education program (Malik, 2018). Strengthening the implementation of soft skills and character is also

run in all faculties, study programs, other curricular activities and in an academic setting environment within Unsyiah. For the mapping soft skills, values priority character that will be implemented, and an evaluation and monitoring of its implementation is required to be conducted. To succeed Unsyiah's efforts in implementing soft skills and characters for student it is needed to study the design of character's values that will be implemented at Unsyiah.

2 RESEARCH METHOD

This study applies a qualitative approach over two phases. The first phase, it begins with the analysis of the internal conditions and strategies that have been implemented by Unsyiah and secondly, it identifies the characters required to face future challenges.

Data collection was carried out through focus group discussion activities which employed 40 participants, which consists of lecturers, education staffs, and students as well as leaders from various faculties and work units in Unsyiah. The selection of respondents is based on contributions that can be given to students, acting as managers of education units and policy makers for programs involving students. Criterias for respondents were: 1) policy makers at the university, faculty, study program, technical implementation units and student organizations, 2) intensively involved in character development activities, 3) lecturers and students as an actor in the development of character.

The data which were obtained from this study is analyzed thematically. It focuses on the process of identifying patterns or themes within qualitative data. Braun & Clarke (2006) suggest that unlike many qualitative methodologies, it is not tied to an epistemological particular or theoretical perspective. The goal of a thematic analysis is to identify themes, such as the patterns in the data that are important or interesting, and reviews these themes to address the research or something about an issue. Braun & Clarke (2006) provide a six-phase guide which is very useful for conducting this kind of analysis. The steps are, 1) become familiar with the data, 2) generate initial codes, 3) search for themes, 4) review themes, 5) define themes, and 6) write-up.

3 RESULT

The research found that there are five main values that need to be implemented at Unsyiah, namely 1)

universal, 2) religious, 3) ethical, 4) independent, and 5) social values. Among the five values, there are a number of characters that need to be developed by Unsyiah. Values and characters can be seen on Table 1 as follow:

Table 1: Priority values and characters of Universitas Syiah Kuala students (priority values and characters listed are not in order).

Values	Characters	Competences/ Indicators
Religious	- honesty - pious - sincere - trustful - be fair - patience - equality	Empathy, helping others selflessly, actualizing the truth, being trustworthy, impartial and not double standard, able to accept conditions in various situations
Ethics	- politeness - responsible - communicative / polite speech - orderly (queuing) - Behavior toward others in everyday life	Able to apply manners according to conditions, able to carry out tasks according to function
Independent	Innovative - hardwork - professional - resilient - discipline	Critical thinking, problem solver (able to answer existing problems), leadership, entrepreneurship, creative, able to give birth to new ideas, have the spirit and enthusiasm in work, be able to work in accordance with the field of expertise, stand the test in facing life's challenges
Social	concern for the community and the environment (example: disposing of garbage in its place, social activities), maintaining cleanliness	Empathy, sympathy, collaboration, being able to accept the opinions of others, being able to speak and express opinions, be knighted and love the country, able to accept differences, sense of belonging (public facilities)

	(toilets), saving water • mutual respect • communicative • wise • power struggle • tolerant • love and affection • networking/ friendship	
Universal values	Honest, disciplined, law-abiding, responsible, sensitive, caring, fair, caring for the environment	

The process of development and monitoring of the value and character of students at Unsyiah need to involve entire academic community. In the evaluation phase, this needs to be conducted to ensure the achievement of the implementation of the values and the character. These values can be implemented through intra-and extra-curricular activities at the university, faculty and study programs as well as work units and research centers. The entire activities of the students who were in the program of unit activity of students (UKM) were monitored and coordinated by the bureau of student and work units. The results from the activities will be reported to the Rector and the Institute of Development of Education and Assurance Quality (LP3M) to assure implementation of the values and characters. The implementation of the developed values and characters of Unsyiah students can be seen in Figure 1.
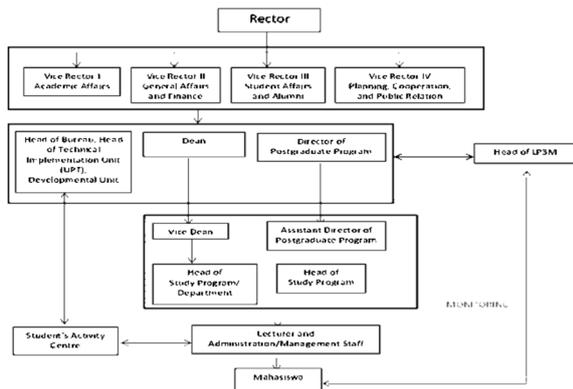

Figure 2: Flowchart of values and characters implementation for students of Universitas Syiah Kuala.

In practice, the implemented value and character of students need to be conducted through the letter of instruction issued by the leaders of the university and socialized at the level of faculty, work units, bureaus, students' center, lecturer, and administration staff. All of these phases need to work collaboratively with the LP3M of Unsyiah.

4 DISCUSSION

The formulation of Unsyiah student character values is done through direct observation and assessment of the values that exist in the student's self, both from the emergence of consciousness and from the encouragement or the influence of the environment. The formulation is carried out in a planned manner and the role of educational media and the learning process is very strategic.

In general, character development is divided into three stages, namely planning, implementation, and evaluation of results. At the planning stage a character set that was excavated, crystallized, and formulated using various sources, including (1) philosophical considerations: Pancasila, the 1945 Constitution, and Law No. 20 of 2003 along with its derivative provisions; (2) theoretical: theories about the brain, psychology, education, values and morals, and socio-cultural; (3) empirical: in the form of experience and best practices, including lecturers, education staff, public figures. At the implementation stage, the developed learning experiences and learning processes were led to character formation in students.

Strategy formulation is done through direct interaction atmosphere of teaching and learning which are designed to achieve the objectives character formulation by applying structured activities. Furthermore, habits that allow students in their academic environment, in their homes, in their communities to get used to behaving according to values and become characters who have been internalized and personalized from and through the intervention process. The process of civilization and empowerment which includes giving examples, learning, habitual, and strengthening must be developed systemically, holistically and dynamically.

In the academic, the implementation of the values and character can be applied through a method of learning strategy such as inquiry learning, discovery learning, problem solving learning, research-oriented learning. Stages that is doing by lecturers might be began with identifying the problem, the discussion on a topic that has been set, and the assignment of individual and group (

Budimansyah, 2012). Through the activities of extracurricular, student belonging to the group interests and talents are selected which are available in universities. Guidance on the form and competence that is generated from a credible form in outer space study is conducted together with lecturers and bureaus of student. Students participate actively in local, national and regional events to increase the sense of high competition and are also involved in the meetings widely with parties outside campus.

Students' characters that have been formed must be implemented on the behavior of the students. To measure the suitability between the behavior and the character being implemented, it is necessary to do a monitoring and evaluation process. The process of monitoring and evaluation involve multiple parties as key informants to give the assessment of the character and behavior of students. Parties who are involved in the process of monitoring and evaluation can be grouped as follows:

- Study Program Level. Parties who are involved at the level of Program Study were the head of study program, quality assurance members, the academic staffs, faculty trustee organization of student and peer/friend of the same age.
- Faculty. At the level of the Faculty, the process of monitoring and evaluation of the development of the character of the students will engage the leaders of the faculty and the organization of student affairs.
- University. At the University level, the monitoring and evaluation process will involve university leaders and student organizations.

The character development of Unsyiah students through academic and non-academic activities requires a process of monitoring and evaluation within the set time frame. The process of monitoring and evaluation that will be carried out must be measurable in the achievement of the program development character.

5 CONCLUSION

In formulating values and characters involving various perspectives, such as the academic and non-academic conditions and conditions of a university. The values and characters that are prioritized will be implemented systematiccally, coordinated and structured. The implementation of student values and characters also required to be monitored and evaluated so that characters can be formed according to the university's vision and mission.

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