Implementation of National Obliged Core Curriculum of Indonesian Subject in Strengthening the Students' Characters of UIN Raden Mas Said Surakarta

Elen Inderasari; Giyoto; Rohmad Budi Santoso; Mahsusi

Islamic Education Management, UIN Raden Mas Said Surakarta, Indonesia

Abstract

This study aims to describe the implementation of Indonesian MKWK learning in strengthening the character of UIN Raden Mas Said Surakarta students. This research was conducted in the 2022/2023 academic year with the subject being students and lecturers of MKWK Indonesian. Informants in this study are Corprod at UIN Raden Mas Said Surakarta. This type of research is descriptive qualitative. Collecting data using observation techniques, interviews, and documentation. Checking the validity of the data is done by testing the credibility of the data, testing the dependability of the data, testing the data transferability. The collected data were analyzed using interactive analysis by Miles, Huberman, & Saldana, with the stages of data collection, data reduction, data presentation, and drawing conclusions. The results of the study show that the process of learning and strengthening student character at UIN Raden Mas Said Surakarta is seen from four components including: initial conditions of students, integration of learning carried out, application of learning principles, and constraints in the learning process and solutions offered in solving problems. Strengthening class-based characters, referring to Licona includes the characters of discipline, honesty, friendship and communicativeness, curiosity, responsibility, creativity, independence, tolerance, hard work, democracy, and religious character. The findings of character strengthening carried out by new lecturers are limited to the characters of discipline, honesty, responsibility, and independence. While other characters have not been emphasized.

Keywords: *Implementation Learning; Character; Indonesian MKWK UIN Raden Mas Said Surakarta*

Introduction

The era of disruption has brought the world of education to the problem of multidimensional crises and moral degradation. Such conditions make it important to strengthen character education as an effort to overcome the moral problems of the nation's generation which are getting worse. Data recorded by the Indonesian Child Protection Commission (KPAI) in 2017 there were reports of 22 cases received with 46 children related to cases of children who were victims of drug abuse and who were in conflict with the law at a maximum age of 18 years as many as 87 million people, 27% or 1, 6 million child drug dealers (Setyoningsih, 2018). This situation has begun to spread to all layers of Indonesian society, especially among students in campus life. Various polemics related to character education in adulthood

Implementation of National Obliged Core Curriculum of Indonesian Subject in Strengthening the Students' Characters of UIN Raden Mas Said Surakarta

161

(students) place the roles of families, universities, and society are still not optimal. Therefore, it is necessary to revolutionize the national character through movement.

Strengthening Character Education (PPK). PPK has been rolled out by the government since 2016 as a character education effort that pays attention to four dimensions, namely ethics and spiritual, aesthetic and kinesthetic Ministry of Education and Culture, Concepts and Guidelines for Strengthening Character Education (Jakarta: Indonesian Ministry of Education and Culture, 2017).. The portion of character strengthening through the PPK movement at the elementary school level gets 70% compared to only 60% for secondary schools. The five main character values of PPK that are emphasized by the Ministry of Education and Culture include religious, nationalist, integrity, independence and mutual cooperation.

Character education is a habit that is carried out continuously. These habits are formed from the trisila environment of education, namely family, school, and society. Strengthening the character of students in the family, community, and educational environment still occurs in a low trust society, which does not respect each other, so role models are scarce. In other words, character building requires exemplary behavior which is transmitted through a continuous and consistent process of learning, training, and habituation to the strengthening stage (Rustini, 2020). This is inseparable from the role of trisila (family, school and society) to form a habit of one's character. Thus it is, Yanzi, et al (2019) revealed that "while studies on the formation of global citizen awareness can be done effectively through cosmopolitan ethics, values of local wisdom, global moral education, and education for the preservation of the social and natural environment". Yanzi's statement emphasized the importance of local wisdom values, moral education, and social behavior related to customs as reinforcement pillars for the younger generation to be resistant to the onslaught of various conditions in fighting against cosmopolitan current inequality. Therefore, the need to work together in the formation of global citizen awareness can be carried out effectively through cosmopolitan ethics, local wisdom values, global moral education, and education for the preservation of the social and natural environment so as to achieve a habit of character. values of local wisdom, global moral education, and education for the preservation of the social and natural environment". Yanzi's statement emphasized the importance of local wisdom values, moral education, and social behavior related to customs as reinforcement pillars for the younger generation to be resistant to the onslaught of various conditions in fighting against cosmopolitan current inequality. Therefore, the need to work together in the formation of global citizen awareness can be carried out effectively through cosmopolitan ethics, local wisdom values, global moral education, and education for the preservation of the social and natural environment so as to achieve a habit of character. values of local wisdom, global moral education, and education for the preservation of the social and natural environment". Yanzi's statement emphasized the importance of local wisdom values, moral education, and social behavior related to customs as reinforcement pillars for the younger generation to be resistant to the onslaught of various conditions in fighting against cosmopolitan current inequality. Therefore, the need to work together in the formation of global citizen awareness can be carried out effectively through cosmopolitan ethics, local wisdom values, global moral education, and education for the preservation of the social and natural environment so as to achieve a habit of character. Yanzi's statement emphasized the importance of local wisdom values, moral education, and social behavior related to customs as reinforcement pillars for the younger generation to be resistant to the onslaught of various conditions in fighting against cosmopolitan current inequality. Therefore, the need to work together in the formation of global citizen awareness can be carried out effectively through cosmopolitan ethics, local wisdom values, global moral education, and education for the preservation of the social and natural environment so as to achieve a habit of character. Yanzi's statement emphasized the importance of local wisdom values, moral education, and social behavior related to customs as reinforcement pillars for the younger generation to be resistant to the onslaught of various conditions in fighting against cosmopolitan current inequality. Therefore, the need to work together in the formation of global citizen awareness can be carried out effectively through cosmopolitan ethics, local wisdom values, global moral education, and education for the preservation of the social and natural environment so as to achieve a habit of character.

Universities take a role and function in strengthening the character of students through the formation of Pancasila student profiles. This is reinforced by Effendi (2017), that the movement to strengthen character education is the foundation and main spirit of education. The statement emphasizes that previous character inculcation has been carried out in the family and basic education level, as well as further conceptual understanding and actualization in the secondary education process. However, the process of character education is not finished and complete at that level of education. This means that universities take over the role in strengthening character. Character education that has been internalized through the previous educational process must be continued to produce a generation with strong character in the form of a complete human being. The role of strengthening character in students, the aim is for them to become individuals with mature character and adequate knowledge so that they are ready to become members of society. This is in line with the vision of the Ministry of Religion which is regulated in Minister of Religion Regulation Number 18 of 2020 in the form of "Ministry of Religion that is professional and reliable in building a pious, moderate, intelligent and superior society to realize a developed Indonesia that is sovereign, independent, and has a personality based on mutual cooperation."".

The policy foundation for implementing character education in tertiary institutions is very strongly emphasized by the government. One of them is through MKWU Bahasa Indonesia, which has existed since 2006 with the aim of strengthening the character of nationalism, love for the motherland. Seen in the Decree of the Directorate General of Higher Education, Ministry of National Education, Number 43/DIKTI/Kep/2006 concerning the Implementation of Personality Development Course Groups (MPK) (Arifin & Tasai, 2015). Article 35 paragraph 3 of Law number 12 of 2002, Indonesian Language courses in higher education change their name to become Compulsory Curriculum courses (MKWK) which were previously called general basic courses (MKDU) and general courses (MKU). (Hidayat, Khatimah, & Saputra, 2019).

Indonesian as MKWK character education is inseparable from various historical events background. In the decision of article 35 paragraph 3 of Law Number 12 of 2002 it is explained that through the implementation of the Indonesian language course it is hoped that students will be able to develop their personality through developing their language. Widjono Hs explained, that language experience which was invaluable in developing the personality of the Indonesian nation was later confirmed in its position in the 1945 Constitution which stated that the state language was Indonesian (Widjono, 2012).

The Indonesian language has an important position for the Indonesian nation as reflected in the third pledge of the Youth Pledge, October 28, 1928, and the 1945 Constitution, Chapter XV Article 36. In accordance with the contents of the Youth Pledge, one of which reads "uphold the unified language of the Indonesian language". From one of the contents of the youth oath it can be said that the Indonesian language has become an adhesive or unifying language among various ethnic groups. (Bahtiar, Ahmad, et al. 2014: 6). Indonesian has two very important positions, namely as the national language and the state language. As the national language, one of the functions of Indonesian is to strengthen relations between ethnic groups in Indonesia.

Indonesian is one of the Special Compulsory Subjects (MKWK) that must be in every tertiary institution, including Islamic Religious Colleges (PTKI). Likewise, at the Raden Mas Said State Islamic University (UIN) Surakarta, Indonesian is a compulsory subject that is offered two credits in all faculties. These include the Tarbiah Faculty (FIT), the Adab and Language Faculty (FAB), the Ushuluddin and Da'wah Faculty (FUD), the Sharia Faculty (FASYA), and the Islamic Economics and Business Faculty (FEBI). In addition to equipping students with character strengthening in the implementation of Indonesian language courses, the same hope is also given to being able to have linguistic knowledge.

According to the decree of the Directorate General of Higher Education, lecturers appointed as educators in MKWK must meet the qualifications and be given rights in accordance with the provisions

Implementation of National Obliged Core Curriculum of Indonesian Subject in Strengthening the Students' Characters of UIN Raden Mas Said Surakarta

163

of the regulations legislation. There are 16 teaching lecturers for MKWK at UIN Raden Mas Said Surakarta consisting of 8 permanent lecturers and 10 non-permanent lecturers. All lecturers are scattered in teaching MKWK both in semester one and in semester two. Based on initial observations made by collecting data from lecturers in all faculties, not all lecturers who teach MKWK comply with the scientific classification set out in the sixth rule in number 84/E/KTP/2020. Of the 16 lecturers, 2 lecturers have scientific backgrounds that are not suitable, namely English science and Journalism scholarship. While 10 lecturers are aligned with the specified qualifications.

From the various descriptions that have been collected as the initial basis for consideration of this research, the implementation of Indonesian MKWK learning is in strengthening character for students. At PTKI it becomes an attraction for research. The non-uniformity of CPL in implementation is the basis for further study, so as to be able to produce CPL in accordance with the provisions of number 84/E/KTP/2020 concerning guidelines for the implementation of compulsory curriculum courses in tertiary institutions. Another thing that needs to be further investigated is to consider the various components of teaching implementation. Teaching has aspects that are assessed starting from planning, implementation of learning, and assessment in classroom management procedures Kulwinder Pal, Educational Management: Processes of Educational Management, Nurse Education Today (New Delhi: USI PUBLICATIONS, 1982), ii <https://doi.org/10.1016/S0260-6917(82)80053-1>.. According to Winarso (2015)These aspects include graduate competency standards, achievement goals, curriculum content and structure, teaching strategies, teaching media, and results achieved. Thus, the need for efforts to photograph the implementation of Indonesian MKWK learning in carrying out various teaching components by strengthening the main values of personality strengthening characters (PPK) in students. Through various background problems present in the field, the researchers based their research on the focus of implementing Indonesian MKWK learning in strengthening the character of UIN Raden Mas Said Surakarta students.

Results and Discussion

Implementation of National Obliged Core Curriculum of Imdonesian Subject in Strengthening the Students' Characters of UIN Raden Mas Said Surakarta

The learning procedure for the results and discussion this time aims to answer the second problem formulation regarding how to implement Indonesian MKWK learning in order to strengthen the character of UIN Raden Mas Said Surakarta students. As it is, the purpose of the second formulation is to describe the implementation of Indonesian MKWK learning in order to strengthen the character of UIN Raden Mas Said Surakarta students. The research findings were obtained through interview and observation techniques with eight lecturers from various faculties. Then in answering the second problem formulation, the data presentation is divided into two findings. The first finding is a description of data resulting from interviews that have been conducted with Indonesian MKWK lecturers, while the second finding is in the form of field observation findings.

The presentation of the data is described in the results of the interviews that have been conducted. As for the instructional procedures or stages of the procedure, it is a discussion of the process of implementing learning. These stages map out several aspects and components in learning, including aspects of learning management, components of learning procedures and findings from implementation procedures that have been carried out. The findings of the research results are in accordance with the theory put forward byPals (1982)that instructional procedures are concerned with determining basic learning conditions, establishing integration between teaching and learning activities, selection of teaching principles, and solutions to teaching problems. The components incorporated in the learning procedures found in the field are divided into four stages which include 1) initial student conditions, 2)

selection of learning principles, methods, strategies and approaches, 3) learning constraints and solutions, and 4) Lecturer Learning Integration in Forming Student Character.

Initial Conditions of Students

Conditioning activities at the beginning of learning are basically activities that must be taken by lecturers and students. The conditioning function at the beginning of learning is useful for creating an effective learning atmosphere and preparing students' readiness so they can follow the learning process well. The process of preparing the initial learning conditions can be successful if from the start the lecturer has conditioned and prepared learning activities effectively. Not only lecturers, student readiness is also needed in supporting the learning process, both from attitude readiness, skills and knowledge. Given that in this case, the learning process that is created is learning that is two-way, not just one-way. Conditioning activities at the beginning of learning for students are carried out by lecturers in various ways,

Based on the results of observations and interviews that have been conducted, several MKWK supporting lecturers use the pre-test method to see the initial condition of students. This results in various descriptions of the initial conditions of students from various faculties and departments before the learning process is carried out. It consists of the Faculty of Tarbiyah Sciences, the Faculty of Sharia, the Faculty of Ushuludin and Da'wah, and the Faculty of Adab and Language.

The collection of data found in the field resulted in several ways that were carried out by the lecturer. Among them are using pre-tests, quizzes, question and answer, observation, writing practice and non-pre-test. The six ways to test students' initial abilities are dominated by pre-test and writing practice. The majority of these two methods are used by lecturers at the first meeting when the study contract is delivered to students. The manifestations of the pre-test include writing standard words, effective sentences, bibliography, number of book readings, intensity of reading books and others. While the form of writing practice activity is asking students to write a paragraph, write down personal experiences and matters related to writing practice.

The diversity of lecturers in carrying out activities to determine students' initial abilities can be used as a reference or viewpoint for other lecturers to do the same thing. The purpose of this activity is to find out the initial abilities of students so that the lecturer understands well how the capacities and abilities of students are at the beginning before the learning process lasts for one semester.

Selection of Learning Principles; Approaches, Methods, and Learning Activities

The selection of learning principles in this finding will be classified into three parts. Among them are a) learning approaches b) learning methods, and c) learning principles or activities which include; attention and motivation, activeness, direct involvement or experience, repetition, challenge, feedback and reinforcement, and individual differences. The following is a description of the methods, approaches, activities in the form of learning principles found from the results of interviews and observations of MKWK Indonesian lecturers in the odd semester of 2022/2023 at UIN Raden Mas Said Surakarta.

a. Learning Approaches

The approach acts as a direct design or guide for learning methods. Provide guidelines for learning methods, especially in terms of teaching and learning processes. The methods used by each lecturer are different and not just one approach. The learning approaches used by ER lecturers also vary, starting from lectures, by projects, kahoots and others. Adjusting the material being taught at that time, so that the lecturer uses it according to the needs and conditions of students. In contrast to ER, AW uses an approach *Project base learning and problem base learning* in the learning process. The use of such an approach is adapted to the material and needs that will be carried out for one semester. AW uses this

Implementation of National Obliged Core Curriculum of Indonesian Subject in Strengthening the Students' Characters of UIN Raden Mas Said Surakarta

165

approach because the output of the Indonesian MKWK is to make a writing project whose output is an essay. Thus, the selection of problem base learning is felt to be able to assist students in finding problems around them to then be used as writing material, or ideas in writing.

Another thing about the SAW lecturer, In his statement, SAW explained that the approachusedis a base learning project and problem base learning by providing stimuli such as standard words to train students to write scientifically and apply it in learning. Through projects and problems students can explore on campus about materials and materials that can be used for writing.

Based on explanations from several lecturers regarding the use of approaches used in learning, it can be concluded that the approaches used are varied. It varies according to the material, needs, and conditions of students in the class. By-project approaches such as project learning and problem learning are one of the approaches used. Both of these approaches were dominated by MKWK Indonesian lecturers because the output of these courses was writing scientific papers. Thus, the use of this method is more loved by MKWK lecturers who choose the UAS output in the form of essays or mini research.

b. Learning Methods

The learning method is a whole series of teaching material presentations which cover all aspects before and after the teacher's learning and all related facilities that are used directly or indirectly in the teaching and learning process. Each step in the sequence of learning activities may use one or several methods or it may be that several steps use the same method. Its relationship with the preparation of the method is direct and determines the form of the method. The method was born from the approach.

In this case, the method used by AHDF to teach MKWK explains that it uses teaching methods in the form of discussions, lectures, assignments, inquiries and case studies and presentations. Then AW uses presentation, discussion, and problem-solving methods. As with AW, SAW also uses methods that are not much different from AW, namely presentations, discussions, and solving problem cases. In addition, the FA also uses the presentation method, which is only done a quarter or a third of the assessment. If it is not interesting from the start, then the live presentation will be terminated.

Through the explanation above, it can be concluded that the approach used by each lecturer is clearly different. Adjusting the material needs and assignments of each lecturer, so that both methods and approaches are different. Based on the findings of the observation and interview data above, the majority of lecturers use presentation, discussion, lecture and case study methods. The presentation method is not spared from the uniqueness of the learning process in the classroom, considering that the level of students is required to be more active and participatory in the learning process.

c. Activities in the form of Learning Principles

Principle learning is a theoretical framework of a learning method. Theoretical frameworks are theories that direct how a method is viewed in terms of the material to be taught, learning procedures, the lecturer and the students. The principle of learning is also interpreted as a basis for thinking, a foundation with the hope that learning objectives are achieved and the growth of a dynamic and directed learning process. The learning principles in these findings will be written down in the form of a table of results from interviews and observations of Indonesian MKWK lecturers. The learning principles include; attention and motivation, activeness, direct involvement or experience, repetition, challenge, feedback and reinforcement, and individual differences.

Eight Indonesian MKWK lecturers in various faculties use learning principles in the learning process in class. Both at the beginning, middle and at the end of the meeting. Through tables that have been verified in the results of observations and interviews, various answers are produced based on the activities and attitudes given by the lecturer. Not all lecturers use learning principles and not all learning

principles are used by lecturers. For example, on the principle of attention, not all lecturers provide attention and motivation to students. However, in terms of the principle of being active and directly involved with experience, the majority are emphasized by the lecturer. The learning principles in the form of repetition and feedback as well as reinforcement are not mostly carried out by lecturers.

Learning Constraints and Solutions

In teaching, it is possible for lecturers to have their own obstacles which are sometimes difficult to deal with. Each of these obstacles can be caused by internal factors or within the lecturer himself and external factors, which can be from students or the learning environment. Even so, lecturers are still trying to overcome the obstacles encountered so that these problems can be resolved and learning continues to run effectively.

Based on the findings table above, shows some of the obstacles and solutions found and used as suggestions. Among them, the first, the obstacle is; less systematic; learning is still conventional; Structuring the distribution of MKWK in each study program; there is no reference for teaching materials in Indonesian Language MKWK; there is no coordination of every MKWK lecturer; Time Allocation. The solutions to these constraints are; flexible; innovative learning; compiling textbooks and there needs to be coordination for each lecturer to equalize perceptions.

The forms of character found in this study emphasize process explore and insert content that is actual and contextual between others, local wisdom, drugs, decadence morality, defending the country, loving the motherland, sensitive to environmental sustainability, disaster response, radicalism, tax awareness, and corruption Director General of Higher Education, Guidelines for Implementing Compulsory Courses in the Higher Education Curriculum (Jakarta: Ministry of Education and Culture, 2020)..

MKWK Lecturer	Forms of Character Values									
	KL	NK	DM	BN	CTAs	street vendors	TB	RA	KP	KO
EU	√	-	-	√	√	-	-	-	-	√
sl	√	-	-	√	√	√	-	-	-	-
ER	-	√	√	√	√	-	√	√	-	-
AW	-	√	-	√	√	-	-	√	√	√
FA	-	√	-	√	√	-	-	√	-	√
SAW	√	√	√	√	√	√	√	√	√	√
AHDF	√	-	√	√	√	√	-	-	-	-
MY	-	√	√	√	√	-	-	√	√	√

Based on the table above, it can be concluded that the character values raised by lecturers in MKWK can come from the results of interviews or observations in the form of observations. Another thing that supports the validity of the character values above is through the lesson plans made by each lecturer. One of them is the character value of defending the country and loving the homeland, which is an obligation to convey and include for lecturers in implementing these values to students. After being observed, these two values are mandatory values which are one of the CPL in learning.

Integration of Lecturer Learning in the Formation of Student Character

Integration between students and lecturers is a form of connection and reciprocal efforts activity between students and lecturers in the learning process. Integrating the learning process in the classroom can be in the form of learning activities. It is said to be integrated if students have the awareness to carry out their duties and responsibilities such as doing assignments, presentations, and other things instructed by the lecturer. In this case, the lecturer also provides feedback in the form of reviews, feedback, suggestions, solutions and criticism of the student's work. Thus, between students and lecturers have integration activities in learning. Through the process of integration, learning will be more interesting and lively because both of them give rise to two-way activities, not just one way.

MKWK Indonesian Language lecturers integrate learning activities with students. One form of integration in learning activities is by assigning students to write and then the lecturer provides a review or input on the assignments that have been done by students. However, not all lecturers use activity integration patterns with students in the learning process. Other findings from the observations in addition to the integration patterns obtained in the field. Researchers also found lecturers who did not carry out integration patterns in the learning process. The integration pattern found was based on the results of various observations and interviews. In addition to the four integration patterns described above, researchers found other findings in the form of learning patterns that were not integrated with learning activities. This indicates that not all learning has integrity. As in one of the MKWK lecturers who did not integrate into the learning process with students.

Attitude competence includes spiritual attitudes and social attitudes. The competence of spiritual attitudes and social attitudes is integrated with their cognitive and psychomotor competencies in learning objectives. The competence of spiritual attitudes is not only the responsibility of religious lecturers, but is the responsibility of all subject lecturers which can be adapted to their respective materials. Thus, a spiritual attitude (appreciating and living the teachings of the religion one adheres to) can not only be applied by praying and being grateful, but can be more than that in accordance with what cognitive domain one wants to achieve.

Likewise, with social attitudes, not just being not quite enough the responsibility of the Citizenship lecturer, but it is the responsibility of all subject lecturers who are adjusted to their goals in the cognitive domain. Attitude social besides being able to be applied by showing honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), it can also be applied by using KKO in the affective domain which of course can be measured and observed.

The attitude in this case was conveyed by the lecturer during the study contract at the beginning of the lecture for 1 semester. Data obtained through the results of observation and observation Which done during the learning process. Like the SAW lecturer who implemented itattitudefirm in giving rules to students. Lecturers give a firm attitude regarding the rules of student attendance. It is intended that students understand their responsibility to attend lectures. The attitude that the lecturer emphasizes on students is in the form of discipline, a form of discipline in the learning process in class is the prohibition not to use gadgets or cellphones. Except in this case the lecturer asks students to browse or open KBBI Online.

In addition to discipline, lecturers also emphasize responsibility and respect. The rules given are in the form of uploading assignments on each student's social media account. Lecturers do not force students to be 100% present and orderly in doing assignments. But lecturer remind that if students expect good grades, procedures and rules that have been mutually agreed upon can be implemented. Another attitude emphasized by the lecturer is respect or caring. Ethics and manners are the main points in conveying attitudes to learning contracts in the classroom.

In addition to the SAW lecturer, the AW lecturer also gave an overview of emphasizing attitudes to students during learning contracts. AW gives rules to students that the late limit is 20 minutes, more than the hours that have beendetermined students are still welcome. It's just that, they didn't get attendance from the lecturer. These regulations are made to train students to be responsible for their obligations and duties, as well as train them to be disciplined so that they are on time.

In addition to the matter of the limit for lateness, AW also conveyed the limitations on student attire, both men and women. Men are allowed to wear shirts with collars, are polite and wear shoes unless there are certain obstacles. Then the lecturer also emphasized the activeness of students while in class during the learning process.

Not much different from SAW, MY also emphasized to students regarding the dispensation of not attending lectures for 3 times. Arranging student seating so that it is separated between men and women. The learning contract that was observed for the first time conveyed student presence during 14 meetings as an attitude assessment. It consists of 7 initial meetings (before UTS) and 7 subsequent meetings (after UTS or UAS). Students are allowed to be absent from lectures only once before UTS, then twice after UTS (UAS). So, all students are absent for a maximum of 3 times. If you cannot attend lectures, you are required to show a letter of interest.

Based on the explanation regarding the attitudes presented above, it can be concluded that each lecturer emphasizes a different attitude. Starting from responsibility, discipline, activeness and others. The attitude values conveyed aim to educate and train students to become individuals who are ready to undergo lectures for the next semester. Thus, there is readiness and agreement at the beginning of the learning contract, students have prepared themselves and accept the consequences if there is a violation in the middle of the meeting.

Conclusion

The implementation of Indonesian MKWK learning in the context of strengthening the character of students at UIN Raden Mas Said Surakarta is seen from four components. First, the initial conditions for students in language learning are carried out using various techniques. Learning integration is done by integrating the learning process with learning activities. Learning principles that need to be considered are the learning approaches used by lecturers, learning methods used by lecturers and learning activities carried out in various forms. During the process of implementing character strengthening learning a class-based assessment is carried out. CPL is different in strengthening the character of planning on material substance and implementation on student behavior, namely the character of discipline, honesty, friendship and communicativeness, curiosity, responsibility, creative, independent, tolerance, hard work, democratic, and religious character. The obstacles to the MKWK Indonesian language learning process are that learning is still conventional, the arrangement of Indonesian language courses is simultaneous, teaching materials for character formation are not yet available, there is no coordination between lecturers. Integration of learning with learning activities is well integrated because the activities carried out, both lecturers and students support learning outcomes. The integrated values include love for the motherland, radicalism, religious moderation and corruption, counseling ethics, harassment, bullying, drugs, radicalism and love for the motherland, local wisdom. structuring Indonesian language courses simultaneously, teaching materials as character formation are not yet available, there is no coordination between lecturers. Integration of learning with learning activities is well integrated because the activities carried out, both lecturers and students support learning outcomes. The integrated values include love for the motherland, radicalism, religious moderation and corruption, counseling ethics, harassment, bullying, drugs, radicalism and love for the motherland, local wisdom. structuring Indonesian language courses simultaneously, teaching materials as character formation are not yet available, there is no coordination between lecturers. Integration of learning with learning activities is well integrated because the activities carried out, both lecturers and students support learning outcomes. The integrated values include love for

the motherland, radicalism, religious moderation and corruption, counseling ethics, harassment, bullying, drugs, radicalism and love for the motherland, local wisdom, and moderation of religion in the context of graduates of each study program.

References

Direktur Jendral Perguruan Tinggi. 2020. *Pedoman Pelaksanaan Mata Kuliah Wajib Pada Kurikulum Pendidikan Tinggi*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Hidayat, Rahmad, Khusnul Khatimah, and Agus Saputra. 2019. "Mata Kuliah Wajib Umum Bahasa Indonesia Di Perguruan Tinggi: Sebuah Tawaran Model Pembelajaran." *Jurnal Ilmiah Telaah* 4(1): 31–35.

Kemendikbud. 2017. *Konsep Dan Pedoman Penguatan Pendidikan Karakter*. Jakarta: Kementerian pendidikan dan kebudayaan RI.

Pal, Kulwinder. 1982. 2 Nurse Education Today *Educational Management: Prosess of Educational Management*. New Delhi: USI PUBLICATIONS.

Setyoningsih, Yunita Dwi. 2018. "Tantangan Konselor Di Era Milenial Dalam Mencegah Degradasi Moral Remaja." *Prosiding SNBK* 3(1).

Winarso, Widodo. 2015. *Dasar Pengembangan Kurikulum Sekolah*. Cirebon: CV. Confident.

Copyrights