



Education Learning Development of Character Education-Based State Defense

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Abstract

National character education process must be carried out in developing the learning process actively. Education organizations do this through internationalization process and the comprehension of character values reflected in the curriculum. The state defense-contained curriculum development build ups "local wisdom" reflected in the education learning of state defense. It is definitely manifested in the general compulsory subject of the universities and colleges, i.e. Pancasila Education and Civic Education. This research uses qualitative approach because the research problem is dynamic, and therefore, the research process is intended to understand the situation comprehensively and results in recommendation on the education learning methods of character-education based state defense. The descriptive method is also used in this research as problem solving procedure on how the Education Learning Development of Character Education-Based State Defense at University of UPN Veteran Jakarta and how the lecturers as communicators carry out their role when they implement the Education Learning Development of Character Education Based State Defense at University of UPN Veteran Jakarta with critical thinking oriented and problem solving oriented model. The research results show that University of UPN Veteran Jakarta as the campus of "State Defense" has active role when it does socialization of state defense values through the Subject of Pancasila Education and Civic Education as "local wisdom" of Character Education based State Defense curriculum. The curriculum is integrated into several subjects in all faculties of the university so that the outcomes expect that the graduate students have and become character personality in their daily life, develop a more prosperous societal life and honorable national life. The lecturers are also able to implement and have the learning methods which do not make their students boring.

Keywords: Learning; State Defense Education; Character Education

Introduction

Proses pendidikan karakter bangsa harus dilakukan secara aktif oleh penyelenggara pendidikan dalam mengembangkan proses pembelajaran dengan cara melakukan proses internalisasi, dan penghayatan nilai-nilai karakter yang dicerminkan dalam kurikulumnya. Pengembangan kurikulum yang

bermuatan nilai-nilai bela negara merupakan pengembangan “kearifan lokal” dalam pembelajaran pendidikan bela negara yang tercermin dalam mata kuliah umum wajib universitas yakni Pendidikan Pancasila dan Pendidikan Kewarganegaraan. Penelitian ini menggunakan pendekatan kualitatif, dimana terdapat pokok permasalahan penelitian bersifat dinamis sehingga proses penelitian bermaksud memahami situasi secara mendalam dan menghasilkan rekomendasi-rekomendasi terkait metode pembelajaran pendidikan bela negara yang berbasis pendidikan karakter. Metode deskriptif juga digunakan dalam penelitian ini sebagai prosedur pemecahan masalah bagaimana Pengembangan Pembelajaran Pendidikan Bela Negara Berbasis Pendidikan Karakter Di UPN Veteran Jakarta dan bagaimana Peran dosen sebagai komunikator dalam melakukan proses Pengembangan Pembelajaran Pendidikan Bela Negara Berbasis Pendidikan Karakter Di UPN Veteran Jakarta yang berorientasi pada proses berpikir kritis (critical thinking-oriented) dan pemecahan masalah (problem solving-oriented model). Hasil dalam penelitian ini adalah UPN Veteran Jakarta sebagai kampus “Bela Negara” mempunyai peran aktif dalam mensosialisasikan nilai-nilai bela negara melalui mata kuliah Pancasila dan Pendidikan Kewarganegaraan yang merupakan “kearifan lokal” dari kurikulum bela negara dan berbasis Pendidikan Karakter. Kurikulum tersebut diintegrasikan dalam sebaran mata kuliah semua fakultasnya sehingga outcomes yang diharapkan yakni lulusan mahasiswanya memiliki dan menjadi kepribadian yang berkarakter dalam bergaul di masyarakat, mengembangkan kehidupan masyarakat yang lebih sejahtera, serta mengembangkan kehidupan bangsa yang bermartabat. Dosen pengampu mata kuliah tersebut agar mampu dan memiliki metode pembelajaran yang tidak membosankan bagi mahasiswanya. Kata Kunci : Pembelajaran, Pendidikan Bela Negara, Pendidikan Karakter.

Introduction

Education has to be carried out continuously so that the change of thinking way, attitude and behavior occurs; finally it establishes the uniting characters appropriate to the education goal itself. It frequently makes the saturation of education participants so that it needs accurate strategy to give good impression and up to date to the learning process. The education learning development of character-based state defense is the breakthrough of education in learning process, innovation and creativity, and so, all civitas academica have to support each other to the realization of Indonesia's human resources that have high fighting spirit and national values. Law Number 3 Year 2002 concerning National Defense explains that state defense efforts are the attitude and behavior of citizens whose love to the Unitary State of the Republic of Indonesia on the basis of Pancasila and the 1945 Constitution. Therefore, the Education and Training of State Defense for all citizens become important and it cannot be offered again. Moreover, the Education of State Defense is considered relevant and strategic. Instead the establishment of state defense, it is also useful to increase the understanding and implantation of patriotism and the love of homeland. Therefore, national and state consciousness based on the national vision should be grown and developed for all the nation of Indonesia.

Developing state defense consciousness, understanding the existing laws and regulations as well as Pancasila as life guidelines will definitely prevent any generations in this nation from any misuses. It will come from anyone who wants to divide his own nation and state. Moreover, there is no young generation who has deviant behavior from the existing norms in society. As developing state defense consciousness, youth has carried out one of various aspects to defend the state entity, i.e. the Unitary State of the Republic of Indonesia. The national character education process has to be actively carried out in developing the learning process. Education organizations conduct it through internalization process and appreciation of national values reflected in the curriculum. The curriculum is integrated into the spread of subjects in all faculties so that the outcomes are expected to have the graduate of students who have and become the characterful personality when they make socialization in society, develop the life of a more prosperous society, and establish a dignified national life.

The character development should bring children to cognitive value recognition, affective value appreciation and actual value application in society. The occurrence of inner events called *Conatio* is very important event for children's self, i.e. the emergence of a very strong willingness (determination) to practice the values. The character education should follow the systematic steps starting from cognitive value recognition, affective value understanding and appreciation to the establishment of conative determination. According to Mochtar Buchori (2007), the character development should bring children to cognitive value recognition, affective value appreciation and actual value application. To achieve the praxis, there is a very important inner event that must occur in children's self, i.e. the emergence of a very strong willingness (determination) to practice the values. This event is called *Conatio*, and the step to guide them to confirm the determination is called the conative step. The character education should follow the systematic steps starting from cognitive value recognition, affective value understanding and appreciation to the establishment of conative determination. KI Hajar Dewantoro interpret it in the words of *creating, feeling and intention*.

"... education is an effort to advance children's manners development (inner strength, character), mind (intellect), and body. Those parts must not be separated, and so we can advance the perfect life of our children ... "(Ki Hajar Dewantoro)

Moreover, Ki Hadjar Dewantara further states that education is a guideline for the growth of children's life. This means that the growth of children's life lies outside the skills or the will of educators. As creatures, human beings and living things, humans are definitely alive and growing on the basis of their own nature. As stated previously, what it is said as the natural power coming from inside children is truly the strength of inner life and life born of children which exist because it is from the natural power. Educators can only guide their growth or enliven the power life so that it can improve their behavior (not the basis) of their life and growth. According to Ki Hadjar Dewantara, the concept of character education is the placing of educating participants as the center of education, considers education as a dynamic process and a priority of balancing creating, feeling and intention in children's self. The viewpoint of Ki Hadjar Dewantara concerning education shows us that since long time Ki Hadjar Dewantara has high commitment to create the national character through education. Disappointedly in the development, education has lost its spirit and enthusiasm so that it is trapped into the short-term achievement. Therefore, the realization of good national character has been abandoned.

According to Nurul (1997:38), "Character education is a comprehensive effort in order to make people understand and care to behave appropriate to basic ethical values. Therefore, the character education objects are values. The values can be through internalization of what it is known which require time so that the good manners are created appropriate to the values planted." The character education particularly relating to attitude is definitely the realization of self-consciousness which is mostly from human daily activities (Wagiran, 2011: 199). According to Akhmad (2010: 47), it is a system of implanting character values to school people which consist of several components of knowledge, consciousness or willingness, and actions in order to implement these values. It can be interpreted as "the deliberate use of all dimensions of school life to optimal optimal character development". In this matter, in the character education at school, all components (educators) have to be involved. The character education is efforts to assist students to understand, care and behave appropriate to the existing ethical values (David Elkind & Freddy Sweet Ph.D: 2004). Moreover, it is also explained that the character education relates to anything that a lecturer does which is able to influence students' character. Lecturers assist to create students' character.

Concerning the character Education, according to Ministry of National Education (2010:3), character is a person's attitude, temperament, moral or personality formed from the internalization process of various virtues that are believed and used as a basis for viewpoint, thinking way, attitude and action. The character education is carried out to achieve graduate of students who have strong personalities in

appropriate to national values, and therefore, it is necessary to have the Graduate Competency Standards (SKL) stipulated by DIKTI (Directorate General of High Education). See it in Table 1.

Table 1 Graduate Competency Standards (SKL) Stipulated by Dikti

No.	Domain	DIKTI
1	Attitude	<ul style="list-style-type: none"> a. To have behavior reflecting the attitude of adult people who are faithful believers, noble morals, independent, creative, responsible, cultured behavior and effective interaction with natural social environment. b. To have active contribution in national and state life including to have active role in international relations with the upholding of law enforcement.
2	Skill	<ul style="list-style-type: none"> a. To have effective and innovative reasoning and action concerning concrete and abstract matters in relation to self development appropriate to their talent and ability. b. To be able to give direction in the selection of alternative solution independently and/or in group.
3	Knowledge	<ul style="list-style-type: none"> a. To have procedural and metacognitive knowledge in theoretical concepts concerning any knowledge matters in general and specific way as well as deep way with the vision of nationality, statehood and civilization. b. In relation to phenomena and events covering causes, alternative solutions, obstacles and final solutions.

Based on the above opinions, it is concluded that the character education is the well-planned, detailed efforts when implementing the character values in relationship between human and God Almighty, self, other human beings, environment, nation and state manifested in thinking way, feeling, attitude, words and behavior. Character Values formulated by the Ministry of National Education are as follows. The research results which the research title of Student Representation on "State Defense Campus" of University of UPN Veteran Jakarta conducted by the research team in 2017 show that the representation results of students' University of UPN Veteran Jakarta in understanding values contained in the State Defense dominantly consist of strongly agree and agree. Moreover, the representation of students' University of UPN Veteran Jakarta about the State Defense Campus can be shown from the dominating results between agreed and strongly agreed. Therefore, it is concluded that almost all students of University of UPN Veteran Jakarta have understood the state defense values obtained when they study in the early of the lectures particularly the Subject of Pancasila Education and Civic Education. The research results show that the development of "Local Wisdom" in the state defense education learning reflected in the university's general compulsory lectures, i.e. Pancasila Education and Civic Education is periodically monitored and evaluated and the methods used by the lecturers who are responsible for the lecturers are more communicative, i.e. critical thinking-oriented and problem solving-oriented models.

Methodology

The research uses qualitative approach where there are dynamic research problems, and therefore, the research process is intended to understand the situation in deep way and provides recommendations related to the character education-based state defense education learning. The descriptive method is also used in this research as problem solving procedure on how the Character Education-Based State Defense

Education is developed at University of UPN Veteran Jakarta; as the communicators in the Development of Character Education-Based State Defense Education with critical thinking oriented and problem solving oriented model, how lecturers have the specific roles at University of UPN Veteran Jakarta. Data collection technique in this research was taken from interview results, i.e. the key informants. The informants were the parties selected by the researchers as the main resource person in this study and selected because they knew the research problem and so, they could provide valid data.

Data analysis technique used in the research was qualitative data analysis appropriate to the concept of Miles and Huberman (1984) in Sugiyono (2012). It suggested that qualitative data analysis activities were carried out in interactive way and took place continuously in each research stage so that the research was complete and the data were saturated. The research purpose in this research was that the researchers try to search data collected from the resource persons or the key informants from University of UPN Veteran Jawa Timur and University of UPN Veteran Yogyakarta. They were main active figures who formulated on how the state defense education would be carried out at the university.

Results

The development of character education-based state defense education learning in this research looks for a variety of information from the main resource persons and key informants such as the figures who have actively formulated the State Defense concepts at University of UPN Veteran Jawa Timur, University of Veteran Yogyakarta and University of UPN Veteran Jakarta. Other sources are those who support or are relevant with the research objectives. The secondary data in this research is obtained from books, journals, and other literatures. The interview results in this research are as follows:

1. How about the early State Defense Education Learning: The State Defense is an obligation for all people in Indonesia particularly students as the young generation of the Indonesian nation. For example, the state defense carried out in the campus was shown in the opening ceremony of the Scout Day on August 14, and therefore when in the opening ceremony the students wore scout uniforms. In the registration of new students, moreover, there have contained how about the state defense and in the third semester (3) there are a lecture subject called *Wimaya* and right now it is called the Subject of State Defense. In the subject of Citizenship, in the last chapter it discusses state defense and finally it becomes the state defense. As the state defense campus, University of UPN Veteran Jakarta definitely has different peculiarities if compared to other campuses, among others all of its lecture subjects have to integrate the state defense values. Right now the general compulsory subjects of the university (MKU), such as Pancasila Education, Civic Education, Bahasa Indonesia, Religious Education, Leadership have input the state defense values.

From the interview results, it can be analyzed that University of UPN Veteran Jawa Timur, University of UPN Veteran Yogyakarta and University of UPN Veteran Jakarta as the State Defense Campuses definitely must constantly guard the state defense values having been outlined since the early establishment of University of UPN Veteran. As the State Defense Campus, University of UPN Veteran has fulfilled the various aspects of consideration as State University designed by Ministry of Education and Culture. "Of three considerations, the conversion process from Private University to State University, University of UPN Veteran has fulfilled two considerations, i.e. the consideration of history and special mission, i.e. University of UPN Veteran Jakarta brings something new which other State Universities cannot fulfill, i.e. the State Defense University. The existence and the role of University of UPN Veteran Jakarta in the national character education perspective becomes an obligation to answer a variety of our problems in public, the nation and the state. Therefore, it does not only name as the state defense campus, but also the curriculum characterizes and contains the state defense values. However, in the implementation the curriculum contains those from KKNi (National Qualification Framework).

University of Veteran Jakarta as the State Defense Campus definitely must formulate and own curriculum containing the State Defense, University of UPN Veteran as University of State Defense has fulfilled the aspects of consideration as State University as designed by Ministry of Education and Culture. "Of three considerations, the conversion process from Private University to State University, University of UPN Veteran has fulfilled two considerations, i.e. the consideration of history and special mission, i.e. University of UPN Veteran Jakarta brings new one that other State Universities cannot fulfilled, i.e. State Defense University. The existence and role of University of UPN Veteran Jakarta in the national character education perspective becomes a must and will give answer to a variety of our problems in public, the nation and the state. The State Defense is a non-physical and physical activity which is not always militaristic and as if the obligation and responsibility to defend the state only lies on Indonesian National Army. In accordance with Article 30 of the 1945 Constitution, the state defense is the right and obligation of every citizen of the Republic of Indonesia. The state defense is an obligation of all Indonesian people and an integrated part of the lecture subject so that the state defense learning program gets attention and priority to develop action and behavior. Finally the students are able to increase their love to the homeland and the nation. Most students have not been able to fully show action and behavior that can increase the love of the homeland and the nation because they are lack of enthusiasm, creativity, and high motivation in developing competence activities. Students are the form of fulfilling their rights and obligations in an effort to defend the state. The State Defense is essentially the mental attitude to sacrifice from every citizen to ensure the survival of the nation, in an effort to improve the readiness of the nation to face all obstacles, disturbances, challenges, and threats in all aspects of life either ideology, politics, economics, socio-culture or defense security.

The globalization era with the rapid development of science and technology requires a greater spirit of national struggle in order to be able to put itself in line with other developed nations in the world. Optimizing the utilization of all potential development resources will be achieved for people welfare if implementing the development bases on the sincere fighting spirit as a form of service for every citizen to their nation and state. The values of greatness and nobility containing the fighting spirit can be used as the basis for the movement in filling independence, achieving a glorious future that increasingly requires tenacious attitude, determination and figure as fighters in each sectors. The State Defense Learning is expected to strengthen students' character when they take part in workplace by bringing noble and national values. As regulating and implementing the life, the Indonesian nation gets the effect of interaction with the environment at the global, regional and national level. In effort to reach the national objectives, the Indonesian national is frequently encountered to various form of Challenges, Threats, Obstacles and Disturbances (ATHG) either directly or indirectly and it can jeopardize integrity, identity, the continuity of national and state life. For the purpose, it requires tenacity and toughness and it also contains the ability to develop national power in all aspects and dimensions of national life called National Defense.

2. How about the Development of Character Education Based State Defense Education Learning : The Basic Lecture Subjects, Pancasila, Citizenship, Wimaya and State Defense, Religion and Sports. In this matter, Pancasila contains five basis of State Defense, One Love of Homeland, i.e. Pancasila as the State Constitution when we enter the lecture subject, there are Wimaya and State Defense, Wimaya at first is the love of homeland. Moreover, there is the lecture subject of religion. It prepares that our students should not do corruption because corruption is something banned in religions and contained in religions. The content of state defense education is in the University Compulsory Subjects (MKU), such as Pancasila Education, Civic Education, Bahasa Indonesia, Religious Education, Leadership. These have entered the state defense values having been explained at above. However, it has been presented to the lecturers who are responsible for the compulsory subjects, and so, they have to know the real outcomes. Therefore, talented students have to have good characters.

The lecture subject of Pancasila Education, Civic Education at University of UPN Veteran Jawa Timur, UPN Veteran Yogyakarta and UPN Veteran Jakarta becomes the compulsory subjects which students have to follow. These must contain the state defense values realized due to from the State Defense Campus. Local wisdom means that behavior and ethics in local society when making interaction with environment where they live should be carried out wisely and responsibly. In general the local wisdom refers to values and norms living in the society and its interaction to the surrounding circumstances so that it is the form of balance life with the existing nature. Therefore, it can be understood that local ideas are wise, full of wisdom, good value implanted and followed by members of the society. The local wisdom based education is the education that make use of local and global superiority in the aspect of economy, arts and culture, human resources, language, information technology and communication, ecology and others into the school curriculum. Finally, it is useful for the development of competence for the educating participants, and otherwise it can be used for the global competition as well.

Based on the background at above, University of UPN Veteran Jakarta has the lecture subject of State Defense Education, and it is the realization in a form of Pancasila Education and Civic Education, the lecture subjects included in the the group of the MPK lecture subjects. MPK (Personality Development) is the group of study and learning materials to develop Indonesian humans who have faith and fear to God Almighty, noble behavior, strong and independent personality as well as a sense of social and national responsibility. The selection for strategy of developing Pancasila Education and Civic Education Learning method at University of UPN Jakarta has the basis of competence with the critical thinking-oriented and problem solving oriented approach. Concerning critical thinking-oriented learning method, the uses of reasoning in a cognitive activity is the activity that can be stated how about the way of critical thinking, and therefore, thinking critically means using mental processes, such as observing, categorizing, selecting, appraising and finally deciding the problems. For the activities, it depends on the role of a lecturer. He/she gives correct direction in thinking and work, and assist in determining the relations of one another in a more accurate way. The way of critical thinking definitely has to be based on the character values, such as a sense of responsibility, honesty, democracy, tolerance, a sense of curiosity and a spirit of nationality.

The critical thinking skill has to be built by training the student when they determine position and each of their decision truly comes from themselves and not from the basis of other's influence. The critical thinking skill can be developed through training continuously. Thinking critically is the skill of making opinion in organized way and evaluating the weight of personal opinion from other's opinion systematically. According to Johnson (2006:183), thinking critically is meant as a well-directed and clear process in mental activity such as solving problem, making decision, persuasion, analyzing assumption and making scientific research. As thinking, it crosses several alternative solutions and consider solutions conceived correctly in solving a problem. It is in line with the opinion of Ennis in Fisher (2009:4) that thinking critically is the reasoned and reflective thinking with the purpose of making reasonable decision. The lecture subjects of Pancasila Education, Civic Education at University of UPN Veteran Jawa Timur, University of UPN Veteran Yogyakarta and University of Veteran Jakarta become the compulsory subjects that students have to follow. The compulsory subject must contain the state defense values which become local wisdom from the State Defense Campus itself. The Subject of Pancasila Education and Civic Education is the subjects included in the group of the MPK subjects (Personality Development). MPK is the group of study and learning materials to develop Indonesian humans who have faith and fear to God Almighty and noble behavior, independent and stable personality as well as a sense of social responsibility and nationality. The selection for strategy of developing learning method of Pancasila Education and Civic Education at University of Veteran Jakarta bases on competence with critical thinking oriented and problem solving oriented model.

The learning method has critical thinking orientation. The use of reasoning skill in a cognitive activity is an activity that can be said how about the way of critical thinking; therefore, thinking critically it means the uses of mental process, such as considering, categorizing, selecting, appraising and finally deciding the problems. The activity relates to a lecturer's role, i.e. giving correct direction in thinking and work as well as helping in determining the relations of one thing to another in a more accurate way. The development of critical thinking skill is the integration of several parts of skill development, such as observation, analysis, reasoning, appraisal, decision making with the satisfactory results. The cause factors of critical thinking that do not develop during the education process is due to a lecturer who put more focus on the accomplishment of the subject materials and lack of understanding on the teaching method which can increase the critical thinking skill. Therefore, the application of teaching learning process unlikely stimulates the achievement of critical thinking skill.(<http://www.uwsp/cognitif.htm>.Anderson et al., 1997; Bloomer, 1998; Kember, 1997 Cit in Pithers RT, Soden R., 2000). Based on the description of critical thinking process, it becomes the obligation of a lecturer to continuously develop his/her skills while developing vision, logic skill and other thinking methods. It also occurs to the understanding of character education values so that it can give motivation. Moreover, training and developing the students' critical thinking skill is carried out through active participation in the teaching-learning process. The way of critical thinking definitely has to be based on the character values, such as a sense of responsibility, honesty, democracy, tolerance, a sense of curiosity and a spirit of nationality.

Concerning the problem solving oriented model, the uses of the method in the learning activities are carried out in a kind of training students when they face various problems to be solved independently or in group. It is called the problem solving method. According to Gulo (2002:111), the problem solving is the method that teach the problems solved by providing pressure to the solving of a problem logically. The problem solving method is the way of presenting the learning material which makes a problem as the starting point of discussion to be analyzed and synthesized in an effort to look for the solving or answer from the students. Benefits of using the problem solving oriented method in the learning teaching process will develop a more attractive learning process. According to Djahiri (1983:133), the problem solving oriented method gives several benefits among others:

- a. To develop the skill/ attitude of the students in solving problems as well as making decision objectively and independently
- b. To develop students' thinking skill, there is assumption that states that the thinking skill will be born if knowledge increases.
- c. Through inquiry or problem solving, the thinking skill will be processed in real situation or circumstances where the students are interested or in a variety of alternative condition where the students live out.
- b. To build the development of feeling attitude (want to know further) and objective - independent, crisis - analytical thinking either individually or in group.

Based on the description at above, it can be concluded here that problem solving learning method is the presentation of learning material confronting the students to the problems to be solved or accomplished to reach the learning objectives. In the learning process, the students have to carry out authentic investigation in order to look for the accomplishment of the problems solved. The students analyze and identify the problems, develop hypothesis, collect and analyze information and reach conclusion.

3. How about Character Education Development: The students have to have morality, mentality. In other word, don't put forward laws, don't put forward shariah by forgetting moral, respecting each other, appraising each other, there is no conflict for the difference of opinion, it is definitely the wealth of

schools. Such a character which we implant to students in the lecture activities. In essence, the state defense truly means do the best for his/herself, for his/her families, for public where we live, do the best where we work, and finally do the best for our nation. As educating students, we expect that they have the good character, such as to keep the class clean, it is a form of responsibility, before starting the lecture activities you must pray first, it is the character of students who have faith to God Almighty. The character education values at University of UPN Veteran Jakarta has been clearly shown from the teaching-learning and its extracurricular activities.

The importance of applying the character education in the education unit has been strengthened as well when there is the efforts of educators to implant the character values to the educating participants which aim at developing the students' skill to give decision whether it is good or not, maintain what it is good and make it happen in daily life with all our heart and a sense of responsibility. The implantation of good character values becomes very important when social development and dynamic occur right now particularly for students. Good character is peculiar-good values (know the value of goodness, want to do good, habitable good life, and the impact both on the environment) which is embedded in themselves and manifested in behavior. The coherent character reflects from the results of thinking process, heart processing, physical exercise as well as sense of feeling and intention of individuals or a group of people. The character education comprises Knowledge, Manners (Morals, Character), Creativity, Innovation as what Ki Hajar Dewantoro had stated: "... education is the effort to change and grow the character development (inner strength, character), mind (intellectual), and children's body. The parts must not be separated so that we can advance the perfection of our children's life ...".

The interview results as described at above relate to Character Education, and in fact University of UPN Veteran as the State Defense Campus has carried out and implemented it as what Ministry of Research and Technology has emphasized:

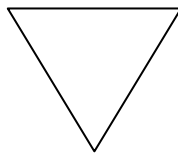


Sumber : Bimtek Penguatan Kompetensi Dosen Pancasila dan Kewarganegaraan

Fig. 1 Character Development Strategy

Pembelajaran = Learning; Ekstrakurikuler=Extracurricular Activities; Pengembangan budaya perguruan tinggi = Development of Higher Education Culture

The learning approach prevails with "critical thinking-oriented and problem solving-oriented model". The learning development relates to state defense values.



Sumber : Bimtek Penguatan Kompetensi Dosen Pancasila dan Kewarganegaraan

Fig. 2 Strategy Development Through Learning Process

Implementing character education cannot be carried out instantly but it has to be conducted gradually and use strategies appropriate to the circumstances. The learning process bases on efforts to master competence at the satisfactory level by paying attention to the characteristics of the competence content where knowledge is mastery content. Cognitive and psychomotor skill is the ability to master content which can be trained. The strategy of implementing the character education in the educational units is the unity of management program for the improvement of learning quality as well as curriculum development, implementation and evaluation. Through the general compulsory subjects of the Pancasila Education and Civic Education at the university, students are directed to become Indonesian citizens with the love of homeland, democracy and responsibility as well as peace-loving world citizens. It is expected that the character education will become the driving force for students so that they become the young national intellectuals who have superior personality as contained in the national education law. Higher education has two major elements, i.e. lecturers and students. Both have to be oriented to develop academic culture. Both are bound in academic ethics. The ethics grows from noble values and culminate in the establishment of academic culture. Through effective character education in higher education, it is expected that meaningful education model for students can be born. It does not only provides cognitive knowledge but also affective and conative one in the group of teaching materials for expertise and skill.

4. How about the role of a lecturer in implementing the Development of Character Education Based State Defense Education Learning: A lecturer has great impact to the selected learning process. By launching the learning process with character education approach and national values, it is expected that a lecturer becomes role model for his/her students. Acting as a lecturer, he/she should understand his/her tasks, he/she should make his/her children (the students) to behave appropriate to the state defense values as well as bear potential national leaders, and therefore, don't doctrinate them with extreme things! The tasks of a lecturer in the learning process definitely have to be active participant by using a variety of learning models but the most relevant ones, he/she is able to integrate the state defense values and provide good character education to his/her students.

The role of a lecturer in the character education integrated in the learning process include value recognition as well as its facilitation to obtain consciousness on the importance of values and value internalization into the behavior of the educating participants in their daily life through the learning process directly or outside the class for all lecture subjects. Instead to make the educating participants mastering competence (the subject materials) having been targeted, the learning activities are also designed to make the students recognized, conscious/care and internalized the values and therefore, these will make them as their behavior. A lecturer teaches and introduces the importance of values and does value internalization to the behavior of his/her educating participants in their daily life through the

learning process either directly or outside the class for all lecture subjects. Instead making the students to master competence (the subject materials) having been targeted, the learning activities are also designed to make the educating participants recognized, conscious/care, internalized the values, and therefore, they make the values as their behavior.

A lecture has the tasks of teaching and guiding his/her students so that he/she has relevant competence with his/her expertise and has responsible of developing science through proper research procedures conducted continuously. Major role of a lecturer is to assist his/her students to be more independent by presenting the contextual problems as well as guiding them to propose the problems and facilitating research activities to solve the problems independently. A major objective of the learning activities is to improve the critical thinking skill of the students. The tasks and responsibilities of a lecturer in the character education process can be explained as follows :

Tasks of Lecturers

- a. To create atmosphere or climate of the learning process that can make motivation
- b. To have a variety of tasks that can be carried out in community service. The tasks cover the field of profession, humanity and social.
- c. To know the general tasks of a lecturer as a professional, these cover education, teaching and training.
- d. To develop science and technology
- e. To plan and carry out teaching activities
- f. To carry out education, research and community services
- g. To plan, carry out the learning process as well as appraise and evaluate the learning results
- h. To increase and develop the qualification of sustainable academics and competence in line with the development of science, technology and arts.

Responsibility of A Lecturer

- a. To carry out education, research and community services
- b. To plan, implement the learning process as well as appraise and evaluate the learning results.
- c. To increase and develop the qualification of sustainable academics and competence in line with the development of science, technology and arts
- d. To act objectively and indiscriminately on the basis of gender, religion, tribe, race, some physical condition or socioeconomic background of the educating participants in the learning process
- e. To uphold laws and regulations, code ethics as well as religious values and ethics; and
- f. To maintain and develop the national unity and union.

A lecturer also internalizes values or character to his/her students particularly the state defense values that definitely determine the students' success in future. The internalization of values or characters that a lecturer has taught his/her students requires understanding, skill and competence about the characters themselves. The development of students' character and personality becomes strategic for the competence achievement of the students in the learning process, then at least there are important learning problems to be studied. Therefore, these can be improved in future. The role of a supervisor is not only able to guide his/her students who are morally good but also he/she has to feel responsible to them. If a lecturer does not feel the responsibility, it is possible that he/she will teach anything without any care whether his/her students can understand the subject materials he/she presents or not.

The giving of tasks is also effort to give understanding to the students because with the tasks they can review the subject materials having been learned by using the critical thinking oriented and problem solving oriented model. Of course, these should make the students responsible to their lecturers.

Therefore, lecturers should not only try to give understanding to their students but the students should also appreciate their lecturers and accomplish each subject task that their lecturers have given. A lecturer in developing the critical thinking oriented learning method has to have effective teaching strategy for their students, among others with the way of providing appraisal by asking questions that require reasoning skill at the higher level and learning the basic science by using cases in the surrounding circumstances for major discussion of the lecture subjects. After preliminary lectures, the students are given cases and some questions they have to answer plus reasons as the assignment. The answer is discussed in the next meeting to correct any conceptual error and explain the subject materials which the students do not understand yet. The results indicate that students in the program show better prestige when accomplishing the memorized questions as well as those which require answer with deeper studies. Therefore, the students are motivated to learn as well.

Strategy in the problem solving-oriented method definitely relates to the tasks that the students have conducted and discussed in the class consistently. Moreover, it is appropriate to the sub-chapter of the lecturer materials and a lecturer sees the ability of his/her students to answer the questions from other students by providing the related problem solving. Therefore, each chapter discussion will be able to make the students capable to analyze cases properly and give proper solution and so, their ability can be known on how the critical thinking oriented method is able to solve the existing problems.

5. How about the ability and competence of lecturers in carrying out the learning process when implementing state defense values: To increase the lecturers' ability particularly those who are responsible for the general compulsory subjects, such as civic Education, the university leaders will give learning tasks to Civic Education Department. It is expected that the commitment of University of UPN as the state defense campus can be reflected from the learning method to the ability of all of its civitas academica. The lecturers have to have state defense ability as well, and it is implanted so that they are able to motivate their students with the leadership spirit and state defense values. They must have lecturer certification (*serdos*), get promotion for functional occupation and continue their education to higher level. It is because current students called millennial generation require the lecturers who have the updated knowledge and vision.

Concerning the source from the explanation of the key informants about the role of lecturers, that the lecturers have important role to change the character of their students. According to UNESCO quoted by Zamroni (2011) from Rynder (2006), it is concluded that there are six universal character dimensions for lecturers as follows:

- a. Lecturers are trustworthy; a lecturer can make his/herself trustable if he/she has honesty, integrity, loyalty and reliability. Such a lecturer is unlikely to be lying, he/she will give high priority to his/her own institution than other one, and he/she has consistency between words and deeds.
- b. Respect; a lecturer with the character will constantly honor and respect others without any consideration to his/her background including sciences, the upholding of self respect and dignity to his/her colleagues and students, has a high tolerance attitude as well as easily accept all of his/her students sincerely.
- c. Responsibility; a lecturer with the character of responsibility will frequently show his/herself and what he/she has done all this time. The character will do the hard work and do what the best do to achieve the top ranking prestige.

- d. Fairness; a lecturer with this character will show it spontaneously when he/she give appraisal to his/her students. He/she will not differ one student to another. The appraisal has to be based on the objective criteria and the agreeable aspects.
- e. Caring; a lecturer with the character will use his/her prudent fineness and feeling so that he/she can have empathy to his/her students either when they are in difficult time during their lectures or they reach the best achievement.
- f. A lecturer should become a good citizenship; a lecturer is a citizen as well. Therefore, a lecturer should understand tasks and responsibilities as a good citizen.

When carrying out major tasks of *Tri Dharma Perguruan Tinggi* (Three Principles of Higher Education), i.e. teaching, research and community services, a lecturer has to be able to carry out the internalization process of noble values which otherwise have become campus culture. The internalization of the noble values in this matter is the character education values conducted by a lecturer to his/her students and it needs understanding, skill and competence about the character itself. The important thing is when a lecturer can express his/her real identity which has noble characters. In this matter, his/her students can imitate them. Lecturers become major actors in the establishment and development of students' character with exemplary behavior. Before educating his/her students' character, a lecturer at least has character appropriate to major tasks of a lecturer. Moreover, the most important role of lecturers which cannot be forgotten is educating, teaching, training, guiding and evaluating.

The competence can be described as the ability to carry out one task and role, the ability to integrate knowledge, skill, personal attitudes and values as well as the ability to build knowledge and skill based on experiences and learning process conducted all this time. The competence of lecturers and teachers bases on Decree of Minister of National Education Number 16 Year 2007. It covers four major competencies, i.e. pedagogy, personality, social and professionalism. Pedagogic competence includes 10 major competencies, social competence cover 4 major competencies and professionalism competence consists of 5 main competencies. Therefore, lecturers and teachers of Indonesia must meet 24 main indicators when implementing their tasks as lecturers and teachers.

Conclusion

1. As the national defense campus, University of UPN Veteran Jakarta definitely must preserve state defense values as having been stipulated from the early establishment of the university.
2. It is expected that the State Defense Learning will strengthen the characters of students to involve actively in field work by taking the national and noble values into the sector.
3. As implementing the character education cannot be carried out instantly but it has to be realized gradually and it uses the development strategy of learning method appropriate to the state defense-contained curriculum.
4. The learning methods with critical thinking-oriented and problem solving-oriented model have been being developed.
5. The role of lectures in the character education integrated in the learning process is the introduction of state defense values and any facility to raise the consciousness on state defense values.
6. As a quality controller in education process, the lecturers are professional education elements demanded to have ability and competence with good characters.

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