A PROPOSED MODEL OF CHARACTER EDUCATION IN AN INDONESIAN'S UNIVERSITY

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ABSTRACT

This research report focuses on the model of character education in an Indonesian's university. The Indonesian government policy on educational sector guides the character education strategies that universities develop according to national ideology and multicultural traditions. A survey research was conducted in Universitas Islam Sumatera Utara (UISU) Medan, Indonesia to gather the data and analyze them to create a proposed model of character education. It was found that university combines National Ideology and Islamic Universal values (Lifelong Education practices) as the foundation of teaching model. Universitas Sumatera Utara teaching tradition and practice of lifelong education have a suitable pattern that the universities might adapt to fulfill the need for a new model for character education.

Keywords: Lifelong Educational Model (LEM), character education, Design Phase, Implement Phase, Assessment Phase, and Model.

INTRODUCTION

Universities have to adapt to national, regional, and global trend in educational sector. In Indonesia the government policy gives the specific mandate to universities to pass the National ideology to students and combine them with socio-cultural trends. Character education is stressed in universities that hopefully give impact on the schools. In the Law on National Education System (UU SISDIKNAS, 2011) universities in Indonesia is belong to the higher education, namely, the stage of formal education followed after completing upper secondary education. The program consists of university education and the diploma (D1, D2, D3 or college), undergraduate (S1), specialization (Diploma 4), postgraduate (S2) and a doctorate of philosophy (S3). The students are those who graduated from high school who went on to follow a chosen field study to provide skills to a higher rank formal recitation. Students have four years or less to get an undergraduate degree. Once finished, it goes back to students to continue their study or not.

According to Sudiyono (2008), university is everlasting institution which is become alteration agent in dynamics progress and going faster. University as innovational agent is influenced by external and internal factors. A designer change in university is implemented by university administrator. While the external factors come from society and international based on principle which need to changed implementation were designed (Winardi, 2005). The innovational design is occurred because of the influence of external and internal leadership in university. It means that both university and organization sustainably need to design innovation based on the university aims.

The university is structural system which is consists of several components that related to various functions of engineer technological sciences (Razak, 2005). The component function

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of university activity includes learning process, investigation and humility to society. The everlasting university does their tasks to society, country and their learners. University supports their students and academic staff to do their task by doing investigation activity and distribution sciences sustainably to help society to be a better one (Benoît; Bayenet, Feola Cindy & Tavernier Monique, 2000).

THEORY OF LIFELONG EDUCATION

The concept of lifelong education is popularized as a way to relate various phase of formal and informal education to increase the quality of education (UNESCO, 2008, 2002, 1996). Moreover, lifelong education is also used as a way to wide educational concept and rules, support people, guide social and economic progress based on science and skill. The organization needs to realize that learning activity both formally and informally need financial aspect which is related to source and the number of certain fund (Hasan Langgulung, 1991).

UNESCO (2010, 1996) explains that the meaning of lifelong education is to give a chance to all people to change and adjust the skill related to science and technology. Lifelong education is also as human development process to have knowledge and develop their skill continuously so they are able to act decisively and quickly. While lifelong education (Pahrol Mohd Juoi 2011, Pollard, A & Filer A., 2007) is joint to learn to make world today and globalization era be better. It means that program activity of lifelong education has an important role in increasing level of performance quality and welfare of mankind before the present and future.

Lifelong education opens a chance to study for all people to develop skills both formal and informal education in school. Technology progresses develop fast and continuity, constrain people to study formal and informal (Nordstrom, 2008). It is not finished to develop skill if only study in formal education. If a person has completed a formal schooling ranked it during work must also add or update the appropriate proficiency Principal Duties Function in organization where he works.

Lifelong education is used as main agenda in recommendation of developing and developed country (Yusuf , 2009). The statement above is real because learning recommendation is agreed by party power in Indonesia. Sustainable learning in Indonesia as developing country emphasizes whole communities to create the nation which is interested in studying. The society has to be citizens learn to achieve the visions of liberation from poverty, ignorance, hunger and disease.

UNESCO (2008) states that the beginning of 21st century, lifelong education is needed by international society than previous centuries. Developed countries such as USA, European and Japan, they become developed country because the society get positive effect from lifelong education in increasing knowledge, skills and attitudes of citizens (Nordstrom, 2008). The implementation of lifelong education concept helps citizens to balance between acquisitions of knowledge; skills with attitudes remain relevant to the demands of the job.

Adult must be given support and chance to learn continuously to increase economic. Increasing the ability of economy, health and justice in 20th century is only implemented based on science and technology, the description of principles implementation of lifelong education is such as Figures below:

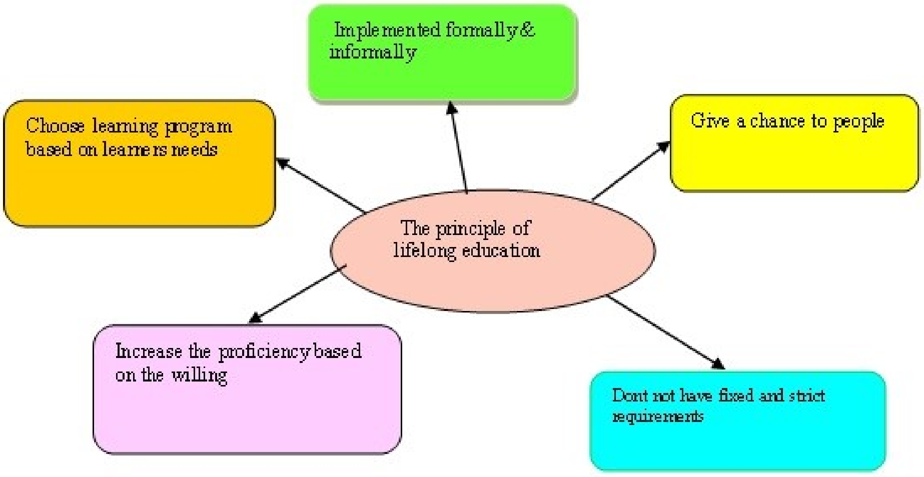

Implemented formally & informally
Choose learning program based on learners needs
Give a chance to people
The principle of lifelong education
Increase the proficiency based on the willing
Dont not have fixed and strict requirements

Figure 1. The Principles of Implementation of Lifelong Education

DISCUSSION ADULT EDUCATION MODEL IN A UNIVERSITY

Adult education or Andragogy comes out of the Greek "androsi" meaning adults and agogus namely lead. Within the adult learning process led him to lead even his friends. Andragogy is the art and science which can help of adult learning. In epistemology Andragogy defined as the art of adult learning. There are differences between adult and children's learning. Adults learn to lead themselves capabilities, it focused on learning activities to the problems of life and success (Pollard, A & Filer A: 2007). Thus, adults learn to lead themselves in order to change the skills to build the capability to succeed performance self.

Pedagogy associated with children's learning in school formal. Learning of young children conducted following the curriculum has been designed and specified by regulatory institutions, such as in formal schools. Teaching pedagogy for children means that child, including long waiting period to use the result of his study to work. But the child will come to the world of work in the future if it has grown so finesse previously obtained will be used. Studies that have obtained on a relatively long period should be added an element of adjustment or renewed because the transformational change science and technology is rapid (Bianaz Kiran, 2012; Bianaz Kiran, 2012 ; Swartz & Triscari 2011 and Boone, Safrit & Jhones, 2002 Owens, Badley, P & David R. Hekman, 2012).

Adult principle follows the learning program to solve work problem both from self and organizations where they are working. The result of adult learning is used to increase the success performances. The principle, approach, assessment and aims of adult learning are different from the aim of children education. Children education is not used for work directly; it used difference approaches and assessments. Therefore, there are the similarity between children and adult learning in various things (Anna Fatia, 2007 and Daloz & Laurent, 1999). The meaning of *andragogi* is “art or science to help adult to study”. The word *andragogi* is pronounced for the first time by Knapper & Cropley (2000) formulated with educational basic concept theory by Plato. Andragogi is more referred to remedial or process (Garet, 2001).

Learning for adult, in the meaning of repair, is implemented to change skill performance if it is fail. Adult works based on moral and conviction to do religious service continually and try to introspective self if he does mistakes in working. To answer this, adult need to study continuously (Elizabeth J. Tisdell, 2002).

It is very understandable that adult education give precious feedback in lifelong educational model. Most of success achievement is the quality of their tasks which are related to lifelong educational model followed consistently. Theoretical analysis of adult education is based on adult education of Boone (1985), such as:

Table 1. Critical Element Analysis Design of Adult Educational Model by Boone (1985)

No	Critical elements of design phase for adult education.
1	Foundation, philosophy, goals and relationships with staff assignment management.
2	Analyzed to increase staff ability need
3	Build togetherness
4	The meaning of continued learning is similar with building organization
5	Have commitment for principle and organization's aims.
6	Implement the assessment continuity
7	Understand to give the duty based on staff ability
8	Test organizational framework continuously
9	Analyze the ability of society continuously
10	Understand and have a willing to build other organizations

Table 2. Critical Element Analysis Implementation of Adult Educational Model by Boone (1985)

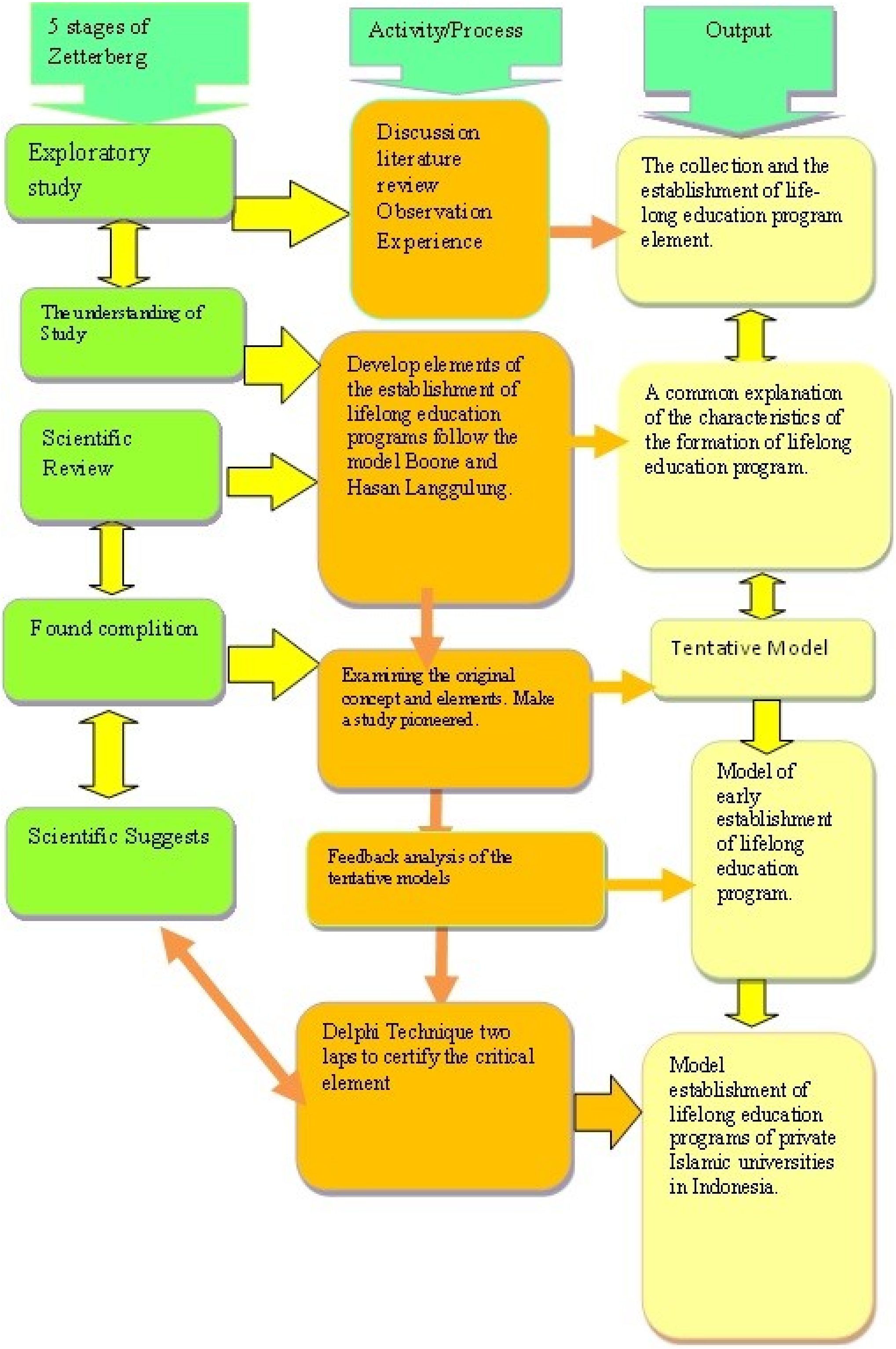
No	Critical elements of implementation phase for adult education
1	Continuous learning appropriate to the career adults.
2	The essence of sustainable learning related to the character of the organization.
3	Identify challenges in a sustainable manner.
4	Methods and approaches to support the needs of students
5	Implementing and monitoring sustainable dialogue with senior students.
6	Elements of learning materials in line with the skills of the students.
7	Elements of learning materials in keeping with the interests of the organization.
8	Learning system was built based on the interests of the students, groups and individuals.

Table 3. Critical Element Analysis Assessment of Adult Educational Model by Boone (1985)

No	Critical elements of the assessment phase for adult education
1	Analyze the leadership conformity with the needs of society.
2	Analyze the suitability of staff with the needs of society.
3	Analyze the leadership's commitment to the institution.
4	Analyze the behavior of the staff to the importance institution.
5	Analyze the implementation of continuous assessment.
6	Analyze to learning help to the work of adults.

PROPOSED MODEL FOR HIGHER EDUCATION

The study found a new model for character educational in university which adopted the 5 stages of Zetterberg (2002, 1962) used by several previous investigators in building a model of educational program in various forms. The forming of Lifelong Educational Model of Private Islamic University


5 stages of Zetterberg
Activity/Process
Output
Exploratory study
Discussion literature review Observation Experience
The collection and the establishment of life-long education program element.
The understanding of Study
Develop elements of the establishment of lifelong education programs follow the model Boone and Hasan Langgulung.
A common explanation of the characteristics of the formation of lifelong education program.
Scientific Review
Found complition
Examining the original concept and elements. Make a study pioneered.
Tentative Model
Scientific Suggests
Feedback analysis of the tentative models
Model of early establishment of lifelong education program.
Delphi Technique two laps to certify the critical element
Model establishment of lifelong education programs of private Islamic universities in Indonesia.

Source: Adapted by Zetterberg (2002, 1962)

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CONCLUSIONS

The model proposed for higher education in presenting character education takes lifelong education strategies. It showed that the application of Islamic education model in an Indonesian's university gave a new insight of involving spiritual and behavioral elements that have been generated from Holy Qur'an and local traditions to syllabus of university courses. Selective materials of two elements have been combined with convention educational strategies in Indonesia.

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