Integration of Character Education in News Writing Learning in Universities

Agus Wismanto[1], Asropah[2]

[1]*(Faculty of Language and ArtsUniversity of PGRI Semarang, Indonesia)*
[2]*(Faculty of Language and Arts, University of PGRI Semarang, Indonesia)*

ABSTRACT : *The main problem in the learning process in higher education is the emphasis on hard skills and tend to ignore soft skills and learning that emphasizes the cognitive aspect rather than the integration of cognitive, psychomotor and affective (character) aspects. The integration of character education in learning to write news in higher education can develop the values of being honest, responsible, confident, polite, hard working, creative, independent, thorough and careful through the process of learning to write news. The integration of character values can be integrated in learning to write news at the stage of learning planning and implementation of learning. Therefore, every lecturer must carry out classroom management, student conditioning, learning processes and provide good academic guidance. The indicator for students who have character is to always try to do good things for God Almighty, themselves, fellow humans, the environment, the country, and the world in general.*

KEYWORDS -*Integration, Character Education, Learning, News Writing*

I. INTRODUCTION

Education is a process of humanizing humans, so to achieve fully human degrees is impossible without going through the educational process. Education is the main means towards the realization of the Indonesian nation as an independent and highly competitive nation (Ali, M. 2009). Whole humans are humans who have cognitive abilities, skills and also have noble character. One way to create a human with character is to integrate character education in every learning at every level of education, whether at the elementary school (SD), junior high school (SMP), high school (SMA), to university (PT). Character education is a national movement that creates schools/campuses that foster ethics, responsibility, and care with modeling and teaching good character (Berkowitz, MW, & Bier, MC (2007), to instill moral and character education (Berkowitz, MW, Battistich, VA, & Bier, MC 2008). In accordance with the mandate of Law number 20 of 2003 concerning the education system article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. in learning can be done by loading character values in all courses taught at universities and in the implementation of the learning process. Character education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life which is integrated into learning programs (Triyono, S. 2012).

The main character values that must be realized in the learning process in higher education include (1) feel character, which is related to feelings of character, (2) character tingking, related to a characteristic way of thinking, (3) action character, related to actions that are character, (4) Behavior character, related to

characteristic behavior, (5) habit character, related to characterful habits, (6) culture character, related to culture with character. As Charles Reade said, plant a thought and you will reap an action, plant an action and you will reap a habit, plant a habit and you children reap character, plant character and you will reap the benefits (Borba, M. 2008). The six levels of character should be integrated in the lecture or learning process in higher education so as to create a culture in a campus environment that is characterized by character. For this reason, lecturers must prepare character education starting from the planning stage of lectures, implementation of lectures, and evaluation of lectures. In essence, the implementation of character education in universities needs to be supported by the example of lecturers so that in a lecture process they are able to achieve the target culture of character as the highest level of character. Character can be formed through the learning process anywhere in the dimensions of space and time, such as at home, at school, on campus and in the environment around where you live. Various parties play a role in the formation of student character such as family, lecturers, peers or the community.

However, education in universities sometimes overrides aspects of character. Hadisi, L. (2015) describes educational practices that do not develop soft skills as contained in emotional intelligence (EQ), and spiritual intelligence (SQ). Emphasis on education is more based on hard skills (technical skills) that are developing intelligence quotient (IQ), so that in Higher Education the learning process and outcomes place more emphasis on obtaining final grades in the form of scores that measure students' IQ. Another problem is that many lecturers have the perception that student competence can be influenced or measured from the results of tests or exams given in the mid-semester and end-semester exams, however in essence students' abilities are also influenced by the character possessed by each student. So ideally learning is learning that integrates all elements possessed by students such as integration of hard skills and soft skills, integration of intelligence quotient (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ), integration of cognitive, psychomotor and affective, integration of knowledge and skills. student character.

The integration of character education can be done in any field of science, more specifically in the field of Indonesian language (Abidin, Y. 2012, Herawan, KD, & Sudarsana, IK 2017, Triyono, S. 2012, Akhir, M. 2016). Indonesian language learning has 4 aspects, namely writing skills (writing skills), reading skills (reading skills), speaking skills (speaking skills) and listening skills (listening skills), which are also an integral unit, each skill can be integrated with character education. . Efforts to instill character education in students in higher education can be done through learning to write news, especially writing news that applies character education values in the lecture process, so learning must make the constructivist approach effective in language learning (Tompkins, GE 1998) and learning values character (Adisusilo, S. 2012).

Writing is essentially the ability possessed by humans to communicate with other humans, share experiences with others, learn from each other, improve intellectual abilities and improve skills through writing activities. One way that can be chosen to improve news writing skills for students is to get used to making writing (habit writing) based on the development of science and technology. Communication technology media can be used as learning media (Susilana, R., Si, M., & Riyana, C. 2008) to teach students to get used to writing such as writing on blogger, WhatsApp, Facebook, Instagram or making opinions, because in essence the character that is possessed by a person is basically formed through a long learning process and human character is not something that is innate, so habit writing is needed.

Lecturers in the education system have an important role in changing students for the better, one of which is shaping the character of students. Therefore, the Ministry of National Education (2010) has formulated 18 Character Values that are instilled in students as students as an effort to build the nation's character. 18 Character values in the Ministry of National Education's version of character education:

a. Religious, namely obedience and obedience in understanding and implementing religious teachings (schools of belief) that are adhered to, including in this case a tolerant attitude towards the implementation of religious worship (schools of belief), as well as living in harmony and side by side.

b. Honesty, namely attitudes and behaviors that reflect the unity between knowledge, words, and actions (knowing what is right, saying what is right, and doing what is right) so as to make the person concerned as a person who can be trusted.

c. Tolerance, namely attitudes and behaviors that reflect respect for differences in religion, belief, ethnicity, customs, language, race, ethnicity, opinions, and other things that are different from themselves consciously and openly, and can live calmly in the midst of these differences .

d. Discipline, namely habits and actions that are consistent with all forms of applicable rules or regulations.

e. Hard work, namely behavior that shows serious efforts (struggling to the last drop of blood) in completing various tasks, problems, work, and others as well as possible.

f. Creative, namely attitudes and behaviors that reflect innovation in various aspects in solving problems, so that they always find new ways, even new results that are better than before.

g. Independent, namely attitudes and behaviors that are not dependent on others in completing various tasks and problems. However, this does not mean that you cannot work collaboratively, but that you cannot pass tasks and responsibilities to others.

h. Democratic, namely attitudes and ways of thinking that reflect the equality of rights and obligations in a fair and equitable manner between himself and others. i) Curiosity, namely ways of thinking, attitudes, and behaviors that reflect curiosity and curiosity about everything that is seen, heard, and studied in more depth.

i. The spirit of nationalism or nationalism, namely attitudes and actions that place the interests of the nation and state above personal or individual and group interests.

j. Love for the homeland, namely attitudes and behaviors that reflect a sense of pride, loyalty, care, and high respect for language, culture, economy, politics, and so on, so that it is not easy to accept offers from other nations that can harm their own nation.

k. Appreciating achievement, namely an open attitude to the achievements of others and admitting one's own shortcomings without reducing the spirit of higher achievement.

l. Communicative, friendly or proactive, namely open attitudes and actions towards others through polite communication so as to create good collaborative cooperation .

m. Peace-loving, namely attitudes and behaviors that reflect a peaceful, safe, calm and comfortable atmosphere for their presence in a particular community or society.

n. Love to read, namely the habit without coercion to devote time specifically to reading various information, be it books, journals, magazines, newspapers , and so on, thus creating a policy for him.

o. Caring for the environment, namely attitudes and actions that always try to maintain and preserve the surrounding environment.

p. Social care, namely attitudes and actions that reflect concern for others and the community who need it.

q. Responsibility, namely the attitude and behavior of a person in carrying out his duties and obligations, both related to himself, socially, society, nation, state, and religion.

Language skills which include listening, speaking, reading, and writing skills, writing skills are considered the most difficult skills (Lubis, RS 2014), very complicated and complex activities (Avicenna, A., & Akhir, M. 2017). Both for lecturers and students so they need more attention. This happens because writing skills are very complex skills, students not only express ideas but students are also required to express ideas, concepts, feelings, and desires. Writing skills take a long time and intensive practice (Kriswibowo, B., Priyadi, AT, & Salem, L. 2016). Therefore, learning to write news needs habituation in the form of intensive training for a long time so that writing habits are formed (habit writing). The development of writing skills is carried out in the lecture process by integrating it with character education.

II.   METHOD

This type of research is a case study research type with a qualitative approach, because the researcher wants to thoroughly know the ongoing process of learning to write language. The subjects of this study were eight students of the Indonesian Language Education Study Program at the Faculty of Language and Arts, PGRI University Semarang. The research subjects were observed and recorded all their learning activities while attending the Writing in Mass Media course. This study has two types of data, namely speech data and field notes data. Speech data in this study is in the form of student speech during class discussions. The field note data consists of two types, namely descriptive and reflective field note data. Descriptive field note data contains

(a) the reconstruction of verbal interactions in the learning process in the classroom and (b) the behavior of lecturers and students during teaching and learning interactions in the classroom. Reflective field note data contains the form of speech of lecturers and students and a description of the learning conditions of students. The data was obtained from data sources in the form of face-to-face verbal interactions between teachers and students in the learning process in the classroom. Data collection techniques were carried out by means of observation and documentation in accordance with the focus of the study. The data analysis technique uses the Miles & Huberman model (in Ahmadi, 2014). The data analysis technique steps include, reduction, data display, and drawing/verifying conclusions.

III. RESULTS AND DISCUSSION

Character Values in News Writing Learning

Writing has a very important role for humans, because writing is a means of communication as well as speaking. However, in practice the use of language in writing is not the same as oral communication. This is because language is used functionally, namely the use of language as a medium of interaction and transactions. Thus, writing activities require skills and proficiency in regulating the use of language, working with organized steps, systematically expressing ideas and expressing them explicitly. Each student has varying abilities, that ability is influenced by several factors such as physical condition, intelligence, strength, skills, skills. Without these factors, students cannot do well.

Character education values that can be integrated in Indonesian language learning in news writing lessons are the character values of responsibility, discipline, honesty, self-confidence, courtesy, hard work, cooperation, respect, thoroughness and thoroughness that have been instilled in students during learning activities. .

Forms of integration of learning activities that integrate character values include:

First. The importance of applying an honest attitude in expressing ideas and ideas in writing will provide an assessment of the writings and of course there are different values for people who read the work of someone who is honest. This character value is closely related to the development of student abilities. The honest attitude that is instilled in improving writing skills will be able to provide great opportunities for students to receive help from others because of the attitude of not pretending to know and pretending to understand, so that people around them will be happy to help.

Second. Responsibility. Strengthening the character of responsibility towards improving writing skills will have a positive effect on students, because students are taught not to just pour what they see into writing. This is because every idea that is put into writing will demand accountability if the article contains things that are not good or offends others. Therefore, the importance of strengthening the character of responsibility to students in improving students' writing skills will give students the habit to always be careful in their work.

Third. Self-confident. Confident character is very much needed in improving students' writing skills, because students who believe in their abilities will be able to develop and hone their abilities, both in writing and other things. Working without having self-confidence, a student will feel doubtful in carrying out his work, so that the expected goals will not be achieved. The form of self-confidence that students have is the courage of a student in writing opinions on campus so that other students can obtain information.

Fourth. polite. Politeness in improving writing skills is one of the comfort factors for someone reading the work. In learning to write, students are always reminded that in expressing ideas in their writings, always choose polite words and do not offend others who read them, so students are asked to always respect and place good word choices and of course make the reader happy to read them.

Fifth Hard Work. The attitude of hard work in learning to write in this case is that students always try to finish what is given in the process of learning to write news, for example students are asked to compose essays in several paragraphs, this is where students are required to always work hard to complete their essays.

Sixth, Creative. Improving writing skills, of course, a creative attitude will be very supportive. The ability of students who are able to express creative ideas will support students to produce good and quality work.

As applied when learning to write essays based on personal experiences and student aspirations, some very creative students emerged who raised very interesting story ideas and of course this made the student's work different and had added value.

Seventh, Independent. The independent character possessed by students will teach students to always try and not depend on others. The habit of honing their abilities in increasing their potential in writing will make it easier for students to develop. As was done in learning to write, students are only told the theme of the story and then students develop the theme into a story based on their own thoughts without any help or explanation from the lecturer about the theme given.

Eighth, Thorough and thorough. The form of careful and careful value in learning, namely as a student must always be thorough and careful for the work he does.

Because if a student is not careful and careful, it is feared that he will make mistakes or mistakes in writing, so that he can harm himself. Activities that train a thorough and careful attitude in the process of learning to write news, such as paying attention to the storyline that is written, paying attention to vocabulary selection, how to tell stories in writing. Learning is closely related to character values, planting character values in learning is a learning that seeks to foster, direct, and guide students to become human beings with character.

Integration of Character Values in Improving News Writing Skills in Students

The integration of character education values through language learning can be done when carrying out news writing lessons for students, namely each student is required to be able to express ideas about the material and ideas presented in the lecture process on a piece of paper. The increasing ability of students to express ideas and be adept at developing them in a story will increase student confidence. The process of transforming character values is carried out to students in writing skills, apart from providing theory as well as through practical learning, because through practical learning it is hoped that students can immediately actualize these character values and apply or practice them in everyday life. The process of integrating the values of character education in the learning process on writing skills can be done through the planning stage and the learning implementation stage. (1) Planning Stage. The planning stage carried out by the lecturer before carrying out learning is making a Semester Learning Plan (RPS), the design contains the stages of learning activities from the first meeting to the XVI meeting. The learning stages were developed with the aim of providing opportunities for students to learn to master a number of competencies by including integrating character values in the news writing learning process. In the preparation of the Semester Lesson Plan (RPS) the lecturer integrates character values into learning objectives to improve writing skills, there are several indicators achieved which include character values such as (a) Discourse can be identified carefully and correctly; (b) Selection of sentences or words correctly, (c) Careful and thorough; (d) Ideas and responses submitted honestly, (e) Full of responsibility; (f) The presentation of material to be conveyed to other students is carried out carefully, (g) Thorough, (h) Honest and (i) responsible. (2) Implementation Phase. At this stage the things that are done by the lecturer when entering the class include class management, conditioning, learning stages, academic guidance.

The first thing the lecturer does when he enters the class is (a) class management. At this stage, what must be considered is whether the condition of the study room is conducive or not to carry out the lecture process, for example the classroom is clean, the tables and chairs used by students are neatly arranged. Classroom management aims to create and maintain learning conditions so that students can master competencies as well as practice the values of character education to the fullest. This activity is carried out by the lecturer when entering class, after conditioning, students are ready to take part in learning (Ghufron, A. 2010). (b) Student conditioning. At this stage it is done so that students are really ready to take part in learning. Student conditioning aims to prepare students to take part in learning, so that students can easily accept and follow the lecture process properly. This activity is carried out so that students can master competencies in accordance with learning objectives. (c) The learning process. At this stage the course consists of theory and practice, besides that in the learning process a lecturer always tries to create an atmosphere that is not monotonous. When delivering lecture material, sometimes it must be interspersed with jokes, so that students do not feel they are only listening to the explanation of the material from the lecturer. If there are students who are

sleepy during the lecture process, the lecturer must call the students to clap their hands as loudly as possible, until the feeling of sleepiness is gone. At the core stage of learning is divided into three stages, namely exploration, elaboration, and confirmation (Usman, H., & Eko Raharjo, N. 2013). The exploration stage is an activity to facilitate students to gain knowledge, skills, and attitude development through learning. The elaboration stage contains activities that provide opportunities for students to acquire knowledge, skills, and attitudes through other sources of learning activities. Meanwhile, the confirmation stage contains activities to provide feedback on the correctness of the knowledge, skills and attitudes obtained by students. Learning media that can be used are LCD, laptop, and textbooks. During the lecture process, so that the lecture material can be well received by students, the lecturer must create an atmosphere that is not monotonous. (d) Academic Guidance. Academic guidance is a form of learning service provided by lecturers to assist students in solving learning problems (Ghufron, A. 2010).

Learning to write news which consists of theory and practice. In practical activities, complete equipment and materials are needed, so that students can learn optimally, so that every student's obstacles in writing need teacher guidance to overcome each student's problems. Character education is a system that instills character values in students, contains components of knowledge, individual awareness, determination, and the willingness and action to implement values, both towards God Almighty, oneself, fellow humans, the environment and the nation. (Aunillah, in Muhdar, HM 2013). The application of character education in the lecture process greatly supports the moral and mental development of students in facing future challenges.

The implementation of the integration of character education carried out on campus is essentially carried out starting from the planning, implementation, to evaluation stages of learning in writing skills courses. The integration of character values in students will have a positive impact, namely students are able to utilize their potential such as fostering commendable attitudes, such as being full of reflective, confident, rational, logical, critical, analytical, creative-innovative, independent, careful, self-sacrificing, brave, trustworthy, honest, keeping promises, fair, humble, ashamed to do wrong, forgiving, soft-hearted, loyal, hard working, diligent, tenacious, persistent, thorough, initiative, positive thinking, disciplined, anticipatory, visionary , unpretentious, passionate, dynamic, thrifty, efficient, respecting time, full of dedication, dedicated, able to control oneself, productive, friendly, loves beauty, sportsmanship, steadfast, open, and orderly (Sa'adillah, Rangga 2015).

Someone who has a positive character can also be seen from the awareness to do the best and excel, and is able to act according to his potential and awareness (Aunillah, 2013). Thus character is the realization of positive development in terms of intellectual, emotional, social, ethical, and behavioral. If students act according to their potential and awareness as individuals with good or superior character. The indicator is that students who have character will always try to do good things for God Almighty, always try to do good things for themselves, always try to do good things for fellow human beings, always try to do good things for themselves. good for the environment, always trying to do good things for the country, and always trying to do good things for the world in general, by optimizing one's potential optimally.

IV.   CONCLUSION

The integration of character education in learning to write news in higher education can develop the values of being honest, responsible, confident, polite, hard working, creative, independent, thorough and careful through the process of learning to write news. The integration of character values can be integrated in learning to write news at the learning planning stage more specifically in the Semester Learning Plan (RPS) made by lecturers with various indicators of writing skill achievement that contain character values such as discourse that can be identified carefully and accurately. Correct; selection of sentences or words correctly, carefully and thoroughly; ideas and responses submitted honestly, responsibly; the presentation of material to be conveyed to other students is carried out carefully, thoroughly, honestly and responsibly. At the implementation stage of learning, the things that must be done by the lecturer are to manage the class, condition students, the learning process and provide academic guidance. The indicator of students who have character is to always try to do good things for God Almighty, themselves, fellow humans, the environment, the country, and the world in general.

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