

New Student Study Orientation / OSMB Cointainment of Student Independent Character Education

Agus Prasetya¹, Dwi Sambada², and Anggralita Sandra Dewi³

UT Daerah Surabaya , UT Daerah Surabaya, STKIP PGRI Sidoarjo

e-mail: aguspratya@ecampus.ut.ac.id, Suparti@ecampus.ut.ac.id,
akusandradewi1989@gmail.com

Abstract

Community facts suggest that the process of increasing students' understanding of UT content needs to be improved as it is not well understood. The research gap for this study is the lack of understanding among students about what the UT catalog is, and it is argued that the main reason for many students' errors is incorrect enrollment details, providing new students with academic information regardless of UT. While studying at UT, they pass OSMB Learn about educational services and service management. The purpose of OSMB training for new students is to provide knowledge and understanding of UT, such as online enrollment, how to study at UT, and time management. For new students to learn about UT's academic and administrative services as they begin teaching and learning. This study took a good research methodology and focused on the type of research because this case is very interesting and of public interest, especially central UT. An effective research method is a research process that produces descriptive information in the form of speech or writing with the behavior of the visual. The data collection process for this study was a snowball of students and administrators using an in-depth interview process. To support the conduct of the research, the researchers used Weber's Theory of Social Action research. The novelty of the study is that, according to UT's education policy, OSMB education should improve the outcomes of Open University students.

Keywords: *freshman, education, character.*

INTRODUCTION

Education is a way to solve problems related to advertising, international trade, and free trade (Rachmawati, 2017). Learning is something that continues as long as someone is still living in the home environment. Formal education begins when a child moves from elementary school to high school. Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modelling and teaching good character through emphasis on universal values that we all share (Adams, 2011). Education is the main center for preparing for superior human character (Arsyad et al., 2020). At the level of college, character education can take the role of strengthening the character of students. Therefore, investigating character teaching is important for several reasons (Hidayati et al., 2020). First, previous studies suggest improving character-based education (Berkowitz, 2011). Second, character education is important for integration with humanists, intelligence, skills, independence, discipline, and nobility and needs to be integrated into the higher education curriculum (Tanis, 2013). Third, character education is essential for a

person; good or bad behavior is also determined by the character. Hence, the continuation of character education in higher education is necessary in order to preserve and strengthen the character that has been shaped in the previous levels of education. The growing awareness of the importance of character education in higher education is not accompanied by an adequate amount of research on this particular topic (Novianti, 2017). These good characters are encouraged from knowledge on good characters themselves. The significance of good character to higher education students is giving them skills and examples needed to overcome challenges and problems in their social lives (Stallions & Yeats, 2003: 250; Silay, 2013: 111).

College is an educational institution that plays an important role in developing students' potential, resources, and character (Alazmi & Alazmi, 2020); the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Singh, 2019). Higher education is an institution of higher education that provides graduates who are experts in various needs of society, nation, and state. University students with good characters are expected to employ and improve moral values as well as to actualize moral values in their daily lives (Healea, 2006: 66), to make responsible and good decision (Novianti, 2017), and to be good citizens (Çubukçu, 2012). With the increasing demand for higher education, people will be encouraged to attend good colleges. A good tertiary education cannot be held without the support of human resources (SDM). Moreover, by having good characters, university students will tend to improve their learning achievement (Park, 2004: 53). These situations describe that good characters will contribute not only to the development of socio-emotional aspects but also cognitive aspects (Hidayati et al., 2020). These good characters are encouraged from knowledge on good characters themselves. The integration of character education in the teaching and learning process is initiated by having a good model of lecturer to exemplify the students. Intervention in character education is carried out through a learning process containing character values which are integrated with the course. In reality, implementing character education extracted from local wisdom finds some obstacles. Lee (2009) identifies at least four major problems in educating character at higher education as follows: (1) some lecturers have professional capacity in moral domain and character education; (2) some parents do not have willingness for taking roles in character education process; (3) students have academic pressure that make them more focus on the academic achievement (cognitive aspect); and (4) challenges in preserving character education continuously.

The implementation of character education in Indonesia is currently not optimal (Sin & Cahyani, 2022). This study uses college students as participants for several reasons. First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success (Kern & Bowling, 2015). Second, other studies also indicate that character education contributes to the professional identity of students (Guo et al., 2018). Considering its significances, character education must be implemented and integrated in higher

education in terms of indoor and outdoor learning. The Open University (UT) is a state university (PTN) that uses distance and open education (Susanto, 2014). Learning is not carried out face-to-face but uses print media (modules) and non-print, so that teachers at Open University do not work in class like on university papers (Aziz, 2019). UT's curriculum uses the concept of self-education (Kusmawan, 2016). The content curriculum in universities should be the efforts which directed and integrated to build a mental attitude of students who have a character and capable to build his own nation's civilization (Rif 'Ah et al., 2020). The concept of self-education can be understood as good behavior where students will be satisfied as much as possible to find, add and develop knowledge through learning with learning books and other games. The Open University also employs a distance learning program for its students. The integration of character values into subjects is not only related to words but connects the words and realities of student life by providing meaningful experiences shown from the performance of teachers at the time of delivering learning (Dani, 2013). However, this does not mean that there are no face-to-face meetings in distance education. It was confirmed Sari (2021) that distance education in general (SPJJ) is characterized by face-to-face meetings between students and administrators (for example as teachers or trainers), with a limit of as big as for independent learning. This must go beyond face-to-face learning support. So in SPJJ, face-to-face meetings are possible if work is not replaced by post.

Improving the readiness of Open University UT students in final exams/UAS Pendas and Non-Pendas as programs cannot be contested. This is based on the learning outcomes of students who tend to get unsatisfactory grades in the early semester of studying at Open University UT, because they have not been able to adjust how to study effectively and appropriately at UT. Whereas currently many academic and administrative services use a digitization system. If new students do not immediately gain knowledge and understand the Open University UT Catalog book, it will be difficult for students to master the tutorial material properly. It is hoped that at the beginning of their studies at Open University UT they will understand everything about the Open University UT Catalog and self-study techniques. Gap research in this study is that new students' mastery of understanding of the contents of the catalog is not good, so they do not understand what the contents of the catalog are, this is what makes students wrong in programming courses, choosing study programs. If they understand and implement what is in the catalog book, errors in programming courses at the beginning of the semester can be avoided.

In the current era of globalization, students absolutely must understand what the Open University is, because it is very important to be the spearhead of learning in online tutorials, online registration, online bookstores, SUAKA, ITv. Introducing new students to New Student Study Orientation (OSMB), it is very important to know how to study independently at UT and all of its programs, as well as what services UT provides in academic services, administrative services. For this purpose, it is necessary to upgrade new students with OSMB material. OSMB upgrading provides new

students with an understanding of UT and all its ins and outs. Mastering the UT Catalog can help students access UT services, both administrative and academic services. Because the Catalog book is a handbook or pocketbook for new UT students, all program information, programming rules and regulations for study program majors are in the UT Catalog book. So that the Catalog book is the "life for new students" academic and administrative activities for new UT students refer to the material contained in the Catalog book. For this reason, all new students and old students always stick to the UT Catalog book, for example students going to semester programs, transferring credit, looking at exam schedules, practicum procedures are inseparable from the academic and administrative guidebooks, namely the UT Catalog, both Pendas and Non-Pendas. So, it can be said that the Catalog book is the main guide for UT students as well as tutors and lecturers. Previous studies revealed that character education positively impacts students' character values in the form of religious importance, personality, and social and competitive attitudes Therefore, education needs to facilitate character building, design good character development programs, provide models, interventions, consistent habituation, and character strengthening (Zurqoni et al., 2018).

The problems of this research are: (1) New UT students, mastery and understanding of catalog books have not been mastered: and (2) New UT students have difficulty following academic tutorials and administrative services. The research objectives are: (1) To find out administrative/academic services for UT students; (2) To understand the UTI academic/administrative service system and (3) Students can access the academic and administrative service system at UT. Strategies to improve the characters of university students and identify the effects of those strategies. The growing awareness of the importance of character education in higher education is not accompanied by an adequate amount of research on this particular topic. Character building is an important part of education performance. Integration of character teaching in lectures can be realized by thoroughly including character values in the syllabus and learning implementation plan, teaching materials and media, classroom implementation, assessment, monitoring, and evaluation of activities (Winarni, 2013).

METHOD

The subject of this research is the Open University (UT), which is the only long distance university in Indonesia. Research Approach and Design Descriptive research is a type of educational-based research that aims to gather information about a subject, phenomenon or situation and to achieve the most comprehensive information about that subject. Descriptive research is usually carried out with the main objective of describing the facts and characteristics of the object or subject under study properly and clearly. Research on the social action of new students in the context of being carried out in the district, that matter Muniroh (2018) because: UPBJJ-UT Surabaya has a relatively large area of only 18 regencies/cities, so it requires citizen communication

facilities and Internet-based bureaucracy, (2) students often understand the contents of catalogs and administrative/academic services, in tutorials at the beginning of the semester,

(3)) Improving student services in all aspects of both administrative and academic services (Joko Rizkie, Meita Istianda, Hariyadi, Hasmonel, 2016).

The data collection process is an important step in research and according to Arianti (2020), Data collection can be done from different places, different sources and in different ways. Meanwhile, data collection can be done through interviews, observations, documents and questionnaires regarding the data collection process. Data collection in this study was carried out in the following way: 1. Observation method.

2. Interview skills. In qualitative research, data is obtained from different sources, using different data collection methods, and using the Snowball sampling method continuously until completion. That way, when the data is full (the answers are the same and there are more), stop collecting data. High quality data is obtained from this ongoing analysis. Information received is generally good (although much information is omitted). Data analysis steps include: (1) data collection; (2) reducing information; (3) view information; (4) verification.

RESULTS AND DISCUSSION

Law No. 20/2003 mandates a wide space for teachers to manage daily affairs. The law is a follow-up to Law No. 5/2005 concerning teachers and lecturers. The law is smart for teachers and educators to improve the quality of human resources in order to create professional performance, so that teachers are skilled, smart, nimble, nimble, in their field. Where teachers can learn more, which is clear in the study rules for civil servants/PNS. Teachers should not leave work as their responsibility continuously. The tertiary institution where students study is at least 20 Km from their official place, they are not allowed to study with the concept of studying at a distance and what is allowed is lectures with a distance learning system / SBJJ.

In the future, UT students should receive OSMB upgrading properly, so that students understand the UT program curriculum and master academic services and administrative services that apply at UT. School as an educational institution is one of the important resources. While evaluating your educational institution concerned, it is important to develop a curriculum that explicitly includes character education (A. Kamaruddin, 2012). In the future there will be no more students who do not understand UT and the services available at UT, for example, online registration methods, online bookstores, online tutorials. Upgrading for new students is always held before the tutorial starts and the UAS is held. The Semester Final Examination (UAS) in the student activity calendar is the culmination point in the academic field which leads to learning outcomes and learning achievements while studying at UT. Provision of new

students with OSMB upgrading materials, making student information about UT and Internet services for academic services and administrative services better, by participating in student OSMB.

So when implementing OSMB the implementing committee first prepares initial monitoring or initial preparation to get to know the system that is in UT. From the beginning of entering lectures, conducting lectures, doing assignments, implementing UTS and UAS. So that when the semester starts, there are no more UT students who are still confused about the systematics of education at UT.

Table 1. Results of a survey on understanding character education in new students at open universities

Statements	Percentage of Survey
I'm ready to join OSMB	95%
OSBN activities are important to participate in because they will support careers	97,5%
I am motivated to join OSMB	97%
OSBN activities will form an independent character in learning	98,7%
OSBN activities help me achieve success in learning	98%
OSMB is a character education process?	98,7%
There are character education training materials at OSMB	98%
OSMB is needed in learning at UT	97,8%
OSMB is a character training education?	98%
Mental, spiritual, physical readiness is required in OSMB?	96%
The goal of OSMB students is to understand UT's academic rules?	99%
With OSMB students understand the contents of the catalog, IT well?	98%

It meant that those five characters belonged to the culture of their lives. Meanwhile, discipline, and honesty were in the category of beginning to develop, not culture yet. This condition indicated that the integration of character education in the classroom learning, and guidance of character culture were effective in campus. Thus, discipline and honesty showed relatively good development. Both aspects/characters were not easily increased. Teaching character education which is integrated with the classroom learning and guidance of character culture at campus has not been effective yet to improve discipline and honesty of students. Building student's character becoming culture requires some phases in creating characterized situation (full of

values) first. This creation is greatly influenced by situation and condition where the learning model is applied and the implementation of values. Character education is an educational system developing character values to students so that they own and implement those characters in their lives. Universitas Terbuka in east java has strengths in implementing character education as it is a campus creating teacher candidates.

Discussion

The New Student Readiness Questionnaire Diagram in the Context of Forming Independent Learning Character at UT Surabaya above contains 12 points, namely: (1) I am ready to take part in OSMB; (2) OSBN activities are important to participate in because they will support careers; (3) I am motivated to join OSMB; (4) OSBN activities will form an independent character in learning; (5) OSBN activities help me achieve success in studying; (6) OSMB is a character education process?; (7) There are character education training materials at OSMB; (8) OSMB is needed in learning at UT; (9) OSMB is a character training education?; (10) Mental, spiritual, physical readiness is required in OSMB?; (11) The goal of OSMB students is to understand UT's academic rules?; (12) With OSMB students understand the contents of the catalog, IT well?.

The explanation in the diagram above can be concluded that in point 1 there are 95% of new students who are ready to take OSMB. This means that here, there are still some new students who do not agree to take part, some even attend only to obtain a certificate. In point 2 there are 97.5% of new students who consider OSBN activities important to follow to support careers. At point 3 there are 97% of new students who are motivated to join OSMB. At point 4 there are 98.7% of new students who think OSBN activities will form an independent character in learning. At point 5 there are 98% of new students who think OSBN activities can help me achieve learning success. At point 6 there are 98.7% of new students who consider OSMB to be a character education process. At point 7 there are 98% of new students who think that there is character education training material at OSMB. At point 8 there are 97.8% of new students who state OSMB is needed for learning at UT. At point 9 there are 98% of new students who say that OSMB is character education. At point 10 there are 96% of new students who need mental, spiritual, physical readiness in OSMB. In point 11 there were 99% of new students who stated that OSMB was used to make students understand academic rules at UT. And the last point is that 98% of new students understand the contents of the IT catalog properly after implementing OSMB.

Higher education integrates character education in every course. Strengthening this kind of character education is also carried out in various countries in the world (Kartini & Winahyu, 2019). Therefore, character education becomes the responsibilities of all lecturers in all courses. On the next phase, value habituation of students will become value culture at campus. Previous research results showed that by

having good characters, students can improve and implement the moral values and noble character, and then apply them in life (Nurhasanah & Nida, 2016). They have proven that lecturers served vital exemplary in character education. In addition, character education based on local wisdom is essentially needed in the process of growing character values to students.

Luther (2001) argues that character education of values is not only focused on touching the introduction of norms and values, but also touching the internalization and real action in daily lives. The success of lecturers in implementing character education to students can be seen from how the students internalize the local wisdom values in their daily behaviour and attitudes (Colgan, 2003). The important aspects in character education in a college are Tridarma College, improving the curriculum, improving the competence, performance and character of lecturers, and the integration of the change values in campus culture (Kurniawan, 2013). Many writers describe the implementation of character education in universities. Lecturer as a controller of learning can do by giving exemplary values of the academic character in the form of attitude and behavior, discipline in upholding norms, critical, creative in acting, rational in thinking, honest in speech, responsible in carrying the obligation and anti-plagiarism attitude in completing the work scientific (Ito, 2017). The integration of character values in campus culture requires the exemplary lecturers, especially the professors in academic cultures.

From the description of the independent character values above, to be able to develop them, it is not enough just to do with debriefing activities, but habituation through real experience, which is more meaningful and is believed to be able to foster independent character values. In accordance with (Brown & Sargeant, 2007), character education is based not only on the understanding and knowledge, but also through the process of habituation. The implementation of character education is expected to help students, specifically teenagers, to abstain from negative influences.

To strengthen those activities, the college should create a kind of character education center and cultural development to support the vision, mission, and the goals of the higher education, both in the short, medium and long term (Farida, 2012). Although the character education at higher education is not included in the curriculum structure, but its implementation effort substantively is a hobby in the context of academic culture and in the organization of education and learning. Character education in higher education functions to stem the degradation of morality or morals and shape character to become a solid foundation in facing the era of society 5.0 (Japar & Nur Fadhillah, 2018). The colleges can choose the character values which correspond to their vision and mission as the core character value that is worth developing. Related to character education, each educational unit can effectively allocate available time in order to apply cultural values planting using active learning methods. Character education is very important in the development of the times, especially in the era of Society 5.0 (Thoyibbah et al., 2022). The development of independent character, especially in the era of society 5.0, will be a provision so that graduates can later

develop in the wider world (Aisyah AR, 2014).

Character, especially in the era of society 5.0, will be a provision so that graduates can later develop in the wider world (Aisyah AR, 2014). In addition, the findings of this study are consistent with those of a previous study showing that pedagogical competence is the most influential competence on student character (Rahmah & Fadhli, 2021), and lecturers' ability to create assignments, correct assignments, and pay attention to the character and discipline of students are factors contributing to student character. In general, the results of this study are consistent with the study (Azhari & Alaren, 2017), which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating. Lecturers should grade the assignments given to students carefully, and supervise their learning, seriousness, neatness, activeness, and the timeliness of students in collecting assignments. Open universities have extraordinary character education so that in the future they will become students who have superior resources because they have good character (Handayani Tyas & Naibaho, 2020).

The implementation of character education on campus has challenges to the personality of the students themselves. The implementation requires the role of various parties, both from the home environment and the academic environment in universities. The value of existing character education can be implemented in the teaching and learning process in schools and universities. When you become a new student at UT, you will receive learning about social action theory from Weber which will be carried out during OSMB. 4 social actions According to Max Weber, namely traditional action, affective action, instrumental rationality, and value rationality. The implementation of this OSMB was held with the aim that new students know how to learn effectively independently so that they get good learning achievements.

CONCLUSION

In conclusion, teaching character education to students was related to not only character actualization being programmed in the lesson plan, but also good example provision in the classroom and daily lives. New Student Study Orientation (OSMB) provides smooth implementation of tutorials and UT activities in the regions. New Students (OSMB) increase their motivation to study at UT because they understand the contents of the UT Catalog. New Students (OSMB) makes it easier for students to receive information and understand the UT Catalog, the ins and outs of UT. New Student Study Orientation (OSMB) can form and enhance a strong independent learning character in students with OSMB. The future researchers may continue the similar study in using local wisdom-based character education for higher education students as it can preserve and socialize the local culture to youths.

ACKNOWLEDGE

Acknowledgments to the research and service institutions that have provided financing assistance in conducting the research and students who have assisted the

research from beginning to the end.

REFERENCES

- [1] Kamaruddin, S. (2012). Character Education and Students Social Behavior. *Journal of Education and Learning (EduLearn)*, 6(4), 223. <https://doi.org/10.11591/edulearn.v6i4.166>
- [2] Adams, A. (2011). the Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23–32.
- [3] Alazmi, M. S., & Alazmi, A. A. (2020). The role of administration and faculty in developing character education within public and private universities in Kuwait. *International Journal of Educational Management*.
- [4] Arianti, B. F. (2020). Pengaruh Pendapatan Dan Perilaku Keuangan Terhadap Literasi Keuangan Melalui Keputusan Berinvestasi Sebagai Variabel Intervening. *Jurnal Akuntansi*, 10(1), 13–36. <https://doi.org/10.33369/j.akuntansi.10.1.13-36>
- [5] Arsyad, A., Sulfemi, W. B., & Fajartriani, T. (2020). Penguatan Motivasi Shalat Dan Karakter Peserta Didik Melalui Pendekatan Pembelajaran Kontekstual Pada Mata Pelajaran Pendidikan Agama Islam. *POTENSIA: Jurnal Kependidikan Islam*, 6(2), 185. <https://doi.org/10.24014/potensia.v6i2.9662>
- [6] Azhari, D. S., & Alaren, A. (2017). Peran Dosen Dalam Mengembangkan Karakter Mahasiswa. *Jurnal Pelangi*, 9(2), 88–97. <https://doi.org/10.22202/jp.2017.v9i2.1856>
- [7] Aziz, T. N. (2019). *Strategi Pembelajaran Era Digital*.
- [8] Berkowitz, M. W. (2011). Leading schools of character. In A. M. Blankstein & P. D. Houston (Eds.), *The soul of educational leadership series: Leadership for social and democracy in our schools* (Vol.9, pp. 93-121). Corwin.
- [9] Brown, D., & Sargeant, M. A. (2007). Job satisfaction, organizational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education*, 16(2), 211–241. <https://doi.org/10.1080/10656210701647613>
- [10] Dani, D. E. (2013). Pembentukan Karakter Anak Melalui Kegiatan Mendongeng. *Humanika: Jurnal Ilmiah Kajian Humaniora*, 17(1), 91–124.
- [11] Guo, Y.-J., Yang, L., Ji, H.-X., & Zhao, Q. (2018). Caring characters and professional identity among graduate nursing students in China-A cross sectional study. *Nurse Education Today*, 65, 150–155. <https://doi.org/10.1016/j.nedt.2018.02.039>

- [12] Handayani Tyas, E., & Naibaho, L. (2020). *Building Superior Human Resources through Character Education*. April.
- [13] Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno. (2020). Exploring the implementation of local wisdom-based character education among Indonesian higher education students. *International Journal of Instruction*, 13(2), 179–198. <https://doi.org/10.29333/iji.2020.13213a>
- [14] Joko Rizkie, Meita Istianda, Hariyadi, Hasmonel, A. (2016). UPBJJ-UT Ujung Tombak Pelayanan Kampus Merdeka. *Widina*, 1–23.
- [15] Kartini, H., & Winahyu, S. E. (2019). The role of school culture in the development of characters in elementary school. *International Journal of Innovation, Creativity and Change*, 5(4), 464–475.
- [16] Kern, M. L., & Bowling, D. S. (2015). Character strengths and academic performance in law students. *Journal of Research in Personality*, 55, 25–29. <https://doi.org/10.1016/j.jrp.2014.12.003>
- [17] Kusmawan, U. (2016). *Kesiapan Belajar Mandiri Guru Sekolah Dasar Sebagai Mahasiswa Pada Program Studi Pgsd Fkip Universitas Terbuka Self-Directed Learning Readiness of Elementary School Teacher As Student of Open University*. 1, 279–293.
- [18] Muniroh, D. W. I. S. (2018). Analisis Kinerja Keuangan Menggunakan Metode RGEC. *Jurnal Ilmu Manajemen*, 2(April), 473–488.
- [19] Novianti, N. (2017). Teaching character education to college students using bildungsromans. *International Journal of Instruction*, 10(4), 255–272. <https://doi.org/10.12973/iji.2017.10415a>
- [20] Nurhasanah, N., & Nida, Q. (2016). Character Building of Students By Guidance and Counseling Teachers Through Guidance and Counseling Services. *Jurnal Ilmiah Peuradeun*, 4(1), 65. <https://doi.org/10.26811/peuradeun.v4i1.86>
- [21] Rachmawati, T. (2017). Metode Pengumpulan Data dalam Penelitian Kualitatif. *UNPAR Press*, 1, 1–29.
- [22] Rahmah, S., & Fadhli, M. (2021). CHARACTER EDUCATION IN ISLAMIC EDUCATION INSTITUTIONS: A Study on the Impact of Lecturer Competence at IAIN Lhokseumawe. *MIQOT: Jurnal Ilmu-Ilmu Keislaman*, 45(1), 87. <https://doi.org/10.30821/miqot.v45i1.771>
- [23] Rif ‘Ah, Hosaini, Firdaus, W., Eliya, I., & Sodik, A. J. (2020). The importance of character education in higher education (University) in building the quality students. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 59, 2602–2606.

- [24] Sari, I. P. (2021). Analisis Pelaksanaan Pembelajaran Jarak Jauh Terhadap Siswa Sd (Pembelajaran Abad- 21). *Seminar Nasional Pendidikan, FKIP UNMA 2021*, 8–13.
- [25] Sin, T. H., & Cahyani, F. I. (2022). Character education to improving student learning outcomes. *Jurnal Konseling Dan Pendidikan*, 10(1), 12. <https://doi.org/10.29210/169800>
- [26] Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>
- [27] Susanto, H. (2014). Pengaruh Layanan Akademik Terhadap Kepuasan Mahasiswa Program Pascasarjana Universitas Terbuka Pada Unit Program Belajar Jarak Jauh (Upbjj) Mataram. *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, 15(2), 88–98. <https://doi.org/10.33830/ptjj.v15i2.592.2014>
- [28] Tanis, H. (2013). Pentingnya Pendidikan Character Building dalam Membentuk Kepribadian Mahasiswa. *Humaniora*, 4(2), 1212. <https://doi.org/10.21512/humaniora.v4i2.3564>
- [29] Thoyibbah, K., Narimo, S., & Surakarta, U. M. (2022). *Implementation of Character Education in the Society 5.0 Era on Accounting Education Students*. 187–194.
- [30] Winarni, S. (2013). Integrasi Pendidikan Karakter Dalam Perkuliahan. *Jurnal Pendidikan Karakter*, 4(1), 95– 107. <https://doi.org/10.21831/jpk.v0i1.1291>
- [31] Zurqoni, Retnawati, H., Apino, E., & Anazifa, R. D. (2018). Impact of character education implementation: A goal-free evaluation. *Problems of Education in the 21st Century*, 76(6), 881–899. <https://doi.org/10.33225/pec/18.76.881>
- [32] Suparman, M. A. (2012). *Desain instruksional modern*. Jakarta: Erlangga.
- [33] Sulianto, J., Purnamasari, V., & Febriarianto, B. (2019). Pengaruh Model Pembelajaran Think-Pair-Share terhadap Hasil Belajar Siswa Kelas V (Lima) Materi Organ Tubuh Manusia dan Hewan. *Internasional Journal of Elementary Education*, 3(2), 124–131. <https://doi.org/10.23887/ijee.v3i2.18515>.
- [34] Syukur, A., Azis, R., & Sukarsih. (2020). Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education. *Britain International of Linguistics, Arts and Education*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>.
- [35] Stallions, M. A., & Yeats, K. (2003). Enhancing character education for tomorrow's teacher, today: A connected learning partnership model. *Florida Association of Teacher Educators Journal*, 1(3), 250-260.
- [36] Wahyuni, I., Slameto Slameto, & Setyaningtyas, E. W. (2018). Penerapan Model PBL Berbantuan Role Playing untuk Meningkatkan Motivasi dan Hasil Belajar

IPS. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 356–363.
<https://doi.org/http://dx.doi.org/10.23887/jisd.v2i4.16152>.