



## Indonesian Language Learning to Strengthen the Character of Students of the Philosophy Creed Study Program UIN Sunan Kalijaga Yogyakarta

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### Abstrak

Persoalan budaya dan karakter merupakan titik terang dan topik hangat dalam dunia pendidikan saat ini. Sorotan ini dapat ditemukan dalam banyak teks di berbagai media massa. Hilangnya moralitas di negeri ini, terutama di kalangan remaja, disebabkan oleh kurangnya pendidikan budaya dan karakter, yang ditekankan baik dalam pendidikan formal maupun non-formal. Tujuan dari penelitian ini, hanyalah untuk mengetahui pada adanya pembelajaran Bahasa Indonesia, untuk mengetahui terhadap penguatan karakter mahasiswa program studi akidah filsafat UIN Sunan Kalijaga Yogyakarta. Metode penelitian ini, menggunakan kualitatif kualitatif, yaitu meneliti suatu objek tertentu dengan tujuan untuk membuat deskripsi, gambaran, atau lukisan secara sistematis dan objektif mengenai fakta-fakta, sifat-sifat, karakteristik, serta hubungan antara unsur-unsur yang ada atau fenomena tertentu secara menyeluruh dan mendalam mengenai realitas sosial serta berbagai fenomena yang terjadi. Subjek penelitian ini adalah dosen pengampu mata kuliah Bahasa Indonesia dan mahasiswa yang mengambil mata kuliah Bahasa Indonesia. Hasil bahwa pendidikan karakter sudah diintegrasikan dalam pembelajaran mata kuliah bahasa Indonesia, baik dalam perencanaan, pelaksanaan maupun penilaian. Pada tahap perencanaan pembelajaran, dosen bahasa Indonesia sudah mencantumkan nilai-nilai karakter yang akan diimplementasikan dalam pembelajaran pada silabus dan RPS. Pelaksanaan pembelajaran bahasa Indonesia sudah mengimplementasikan nilai-nilai karakter yang terdapat dalam rencana pembelajaran dengan materi pembelajaran bahasa Indonesia mencakup empat kompetensi, yaitu kompetensi menyimak, berbicara, membaca, dan menulis. Penilaian karakter dalam pembelajaran bahasa Indonesia meliputi penilaian afektif. Penilaian dilakukan melalui pengamatan, diskusi klasikal, dan pemberian soal

**Kata Kunci:** Bahasa Indonesia, Penguatan Karakter, Akidah Filsafat, Uin Suka

### Abstract

Issues of culture and character are bright spots and hot topics in the world of education today. This highlight can be found in many texts in various mass media. The loss of morality in this country, especially among teenagers, is caused by a lack of cultural and character

education, which is emphasized in both formal and non-formal education. The purpose of this research is simply to find out about the existence of Indonesian language learning, to find out about strengthening the character of students in the philosophical creed study program at UIN Sunan Kalijaga Yogyakarta. This research method uses qualitative research, namely researching a particular object with the aim of creating a systematic and objective description, picture or painting regarding the facts, properties, characteristics and relationships between existing elements or certain phenomena in a systematic way. comprehensive and in-depth understanding of social reality and various phenomena that occur. The subjects of this research were lecturers teaching Indonesian language courses and students taking Indonesian language courses. The result is that character education has been integrated into the learning of Indonesian language courses, both in planning, implementation and assessment. At the learning planning stage, Indonesian language lecturers have included the character values that will be implemented in learning in the syllabus and RPS. The implementation of Indonesian language learning has implemented the character values contained in the learning plan with Indonesian language learning material covering four competencies, namely listening, speaking, reading and writing competencies. Character assessment in Indonesian language learning includes affective assessment. Assessment is carried out through observations, classical discussions, and giving questions

**Keywords:** *Indonesian, Strengthening Character, Philosophical Creeds, Uin Suka*

### **Introduction**

Cultural and character issues are bright spots and hot topics in the world of education today. These highlights can be found in many texts in various mass media. The loss of morality in the country, especially among adolescents, is due to the lack of cultural and character education, which is emphasized in both formal and non-formal education. The character that makes up a person refers to his personality, which is manifested in his attitude, speech and behavior in everyday life. Beautiful and polite words like sorry, excuse me, thank you, and please are rarely heard. The choice of words that become vulgar everyday language has become everyday life. Character building that has existed today sometimes develops in an uncontrolled direction, especially for students, as evidenced by the behavior patterns that appear on campus. Therefore, there is a need for efforts to improve the role of students as figures of Indonesian citizens who have certain characters and cultures that can be researched in order to become a characteristic of the personality of the

Indonesian nation. Educational institutions, especially in higher education, are seen as important places for character development. It is expected that students' speech, attitude, and actions show good and strong character at all times. In this case, one of the best ways to start is through education.

Learning is a component of education that determines whether or not the goals that have been set are achieved. Integrating character values into learning activities means absorbing, assimilating, and using values that are considered good and correct in order to shape, develop, and grow the character or personality of students during teaching and learning activities. (Gufon, 2011) Therefore, every course offered strives to include the values of character education. Indonesian is one of the courses that can be used to strengthen one's character. Character education will provide relevant experiences to students by integrating them into their field of study. This integration will guide children through learning exercises while instilling character-strengthening principles in them. In addition, there are some problems in

incorporating character values into education. It can also refute the idea that education simply deviates from the requirements of delivery methods.

The function of educators is as a designer, manager, and evaluator of learning (Sudarwan Danim, 2018). The position of educators as one component of teaching and learning activities greatly determines the success of learning. Indonesian learning includes four language competencies, namely listening, speaking, reading, and writing. Strengthening character values in the teaching and learning process must be designed in such a way starting from planning, implementing, and assessing learning. An educator must plan learning starting from the syllabus and semester lesson plan (RPS). In this planning stage, educators are asked to pay attention to the character values to be achieved in the learning objectives. At the learning implementation stage, an educator can achieve learning objectives by setting approaches, strategies, methods and learning media that are tailored to learning objectives. In the last stage, namely learning assessment, an educator is asked to assess the achievement of character education that is integrated in learning.

The use of Indonesian courses tends to teach linguistic theories to students more than training them to use Indonesian as a language to study science. This means that Indonesian courses do not adequately prepare students' language skills, especially in the fields of writing and speaking. In addition, so far Indonesian learning is still curriculum-centric, namely the achievement of language skills as stated in the SK / KD that has been determined, instead of being developed on the elements of value education that are actually needed by students. As a result, the learning process Indonesian require renewal and improvement. Another challenge for Akidah Philosophy students is the lack of

Indonesian textbooks to supplement lectures and incorporate character education into them. Many students are less able to use Indonesian properly and correctly when writing or presenting their scientific papers, even look bad in daily communication. This shows the lack of character education of students.

Character education can be integrated into education in every course in college. In each course, educational materials related to norms or values must be developed, explicit, and related to the context of everyday life. Character values education is not only cognitive, but also includes internalization and real experiences in student life in the community. Character education in higher education is an ongoing effort to develop the character of students from the previous level of education. Integrating character education into Indonesian courses is not a difficult thing to do. This is because Indonesian course requires four language skills: listening, speaking, reading, and writing. These four competencies become competency standards in the current curriculum. At this level of higher education, the achievement of competency standards through the presentation of basic competencies requires each student to gain learning experience by practicing using these four language skills to form a superior personality (Andayani, 2013).

Based on the description above, Indonesian education is aimed at achieving several goals that must be possessed by students, namely language skills, language attitudes, knowledge of Indonesian, self-awareness of the importance of literary works for self-development, and positive attitudes of students towards literary works. The result of this goal is that learners (students) can communicate with figures. Thus, it can be stated that character education problems related to textbooks used by students need to be developed

operationally and procedurally so that they are easily implemented in universities through research entitled "Learning Indonesian for Strengthening the Character of Students of the Akidah Philosophy Study Program UIN Sunan Kalijaga Yogyakarta. From these problems, the following general problems arise: (1) integrating character strengthening for students in Indonesian learning which includes planning, implementing, and assessing learning; and (2) factors that influence the integration of character strengthening for students through Indonesian learning. The purpose of this study is to describe (1) integrating character strengthening for students in Indonesian learning which includes planning, implementing, and assessing learning; and (2) factors that inhibit and support the integration of character strengthening for students in Indonesian learning.

### Research Methods

This research is a field research with qualitative descriptive techniques. Namely examining a particular object with the aim of making a description, picture, or painting systematically and objectively about the facts, properties, characteristics, and relationships between existing elements or certain phenomena thoroughly and deeply about social reality and various phenomena that occur (Sanjaya, 2013). The purpose of this study is to describe, describe, and explain the incorporation of character education for students in obtaining Indonesian. This research was conducted at the Faculty of Islamic Thought Ushuludin UIN Sunan Kalijaga Yogyakarta, in the Islamic Philosophy Akidah Study Program. The subjects of this study are lecturers who teach Indonesian courses and students who take Indonesian courses. While the purpose of this study is to develop student character through Indonesian lessons.

In this study, the sample technique used the technique *purposive sampling* (sample aimed), i.e. the sample taken is not emphasized on the amount, but on the wealth of information that the sample members have as data sources. Researchers determine for themselves the samples taken because there are certain considerations. Moleong's opinion (2017) states that "the purpose of sampling in qualitative research is to capture as much information as possible from various sources". Written data sources are syllabus and Semester Learning Plan (RPS). Data obtained from lecturers of Indonesian courses. Data collection techniques are carried out by interviews, observation, and document analysis in the form of syllabus and RPS. The instrument used in this study was in the form of a grid sheet of observation instrument guidelines, check list. The following is a grid of lecturer observation guidelines during learning based on the guidelines for the implementation of character education of the Ministry of National Education (Kemendiknas) in 2010.

Table 1: Grid of Guidelines for Observation of Lecturer Activities in Learning

No	Indicators/Aspects Observed	Exist	None	Information
I	<b>PRESCHOOL LECTURES</b>			
1	Check student readiness			
2	Conducting apperception activities			
II	<b>CORE LECTURE ACTIVITIES</b>			
A.	<b>Use of lecture materials</b>			

3.	Demonstrate mastery of the material			
4.	Linking the material to other relevant knowledge			
5.	Convey the material clearly and in accordance with the learning hierarchy			
6.	Relating matter to the reality of life			
<b>B.</b>	<b>Lecture approach/strategy</b>			
7.	Carry out lectures in accordance with the competencies (objectives) to be achieved			
8.	Carry out lectures in sequence			
9.	Mastering classes			
10.	Carry out lectures in accordance with the planned time allocation			

### Results and Discussion

The first finding in this study is the importance of planning in the learning process of Indonesian course. Based on the results of interviews and observations of

course lecturers, preparation for learning Indonesian course begins with the preparation of a syllabus and Semester Learning Plan (RPS) which is made at the beginning of each semester before lectures begin. Character reinforcement is integrated into the syllabus and RPS in this first step. Strengthening character values in the curriculum is carried out by sorting and selecting character values that are in accordance with the quality of the Basic Competencies (KD) to be achieved. The objectives of character education are implemented in the classroom through basic competencies and indicators. Character values are implemented in the syllabus and RPS by adding or revising components to learning objectives, learning activities, learning methods, and assessment approaches that create character values. RPS character values are implemented during the learning process. In other words, lecturers must consider learning achievement indicators when developing RPS. These indicators indicate which character values should be emphasized during classroom learning.

Based on the results of interviews, observations, and strengthening character values, it is clear that strengthening character values is implemented in class in Indonesian courses. Before the learning process begins, lecturers make plans by incorporating character values into the syllabus and semester learning plans. Document analysis shows that there are ten (10) character values in Indonesian course. Intelligence, caring, faith, politeness, religious values, national spirit, love of the motherland, hard work, love of reading, creativity, curiosity, honesty, discipline, and independence are some of the character values integrated into Indonesian courses. Based on research findings, lecturers have integrated character strengthening for students into the syllabus and RPS at the design stage, choose the character values to

be achieved by adjusting to the material, techniques, and learning strategies, and then communicate them with the study program. The findings of this study are character values integrated into Indonesian courses, as shown in the table below.

Table 2. Mapping Character Values in Indonesian Course

No	Subject Matter	Concept, Principles, Procedures	Character Value
1.	Understand words, phrases, clauses, and sentences	a. <i>Brainstorming</i> b. <i>Power of Two</i> c. Clarification	Creative, fond of reading, and curious
2.	Effective phrasing	a. Elicitation b. Discussion c. Clarification	Creative, fond of reading, honest, responsible, and curious
3.	Logical sentence building	a. <i>Guided teaching</i> b. Discussion c. Exercise d. Clarification	Honest, creative, hard work, and curiosity
4.	Get to know EYD	a. <i>Guided teaching</i> b. Discussion c. Clarification	Creative, hard work, and curiosity
5.	Paragraph and	a. Discussion	Honest, creative

	discourse design	b. Exercise c. Clarification	, hard work, and curiosity
6.	Genre of writing	a. Lectures b. Discussion c. Writing Practice	Creative, fond of reading, and curious
7.	Understanding the outline of writing	a. <i>Card sort</i> b. Assignment	Creative, fond of reading, and curious
8.	Paraphrase technique	a. <i>Card sort</i> b. Exercise c. Assignment	Creative, fond of reading, disciplined, and independent
9.	Transliteration techniques	a. Material exposure b. Discussion c. Reviews d. actualization	Hard work, love to read, and be creative
10.	Get to know the hierarchy of references	a. Material Exposure b. discussion c. Reviews d. actualization	Creative, fond of reading, disciplined, and independent

1 1.	Referenc e and citation manage ment	a. <i>Learn ing guide</i> b. Refere nce <i>Manag ement Softwa re Practic es</i>	Creative , fond of reading, and curious
1 2.	Anticipati ng plagiaris m and similarity	<i>Review Blended Learning</i>	Creative , fond of reading, and curious
1 3.	<i>General review – Academi c Writing</i>	<i>Collaborative Peer Review</i>	Creative , fond of reading, and curious

The second finding, based on observations, the implementation of character education ideals is carried out in various ways, including through habituation and existing campus culture. Character building begins from the moment students enter the lecture hall. Students arrive 15 minutes before class Indonesian starts. Students who are late for more than 10 minutes should ideally get punishments such as being prohibited from participating in learning activities in accordance with mutually agreed norms since the first meeting in the lecture contract. However, in practice, students are still given tolerance 2-3 times by the lecturer who teaches the course concerned and is allowed to attend lecture hours. Character strengthening is also carried out through the example of lecturers, who among others provide

examples of time discipline by not arriving late at the predetermined lecture time. The observations also showed that at the start of lectures, lecturers said greetings to strengthen the value of politeness, and encouraged students to start by reading prayers together before and after learning to strengthen religious values. Absenting students in learning reinforces the concept of discipline. RPS guides teaching and learning activities by responding to classroom settings. Character quality is also included in some learning media used in teaching and learning activities. Learning materials in Indonesia include four competencies: listening, speaking, reading, and writing.

Based on the results of RPS research on listening competence, character values that are often used are intelligence, honesty, and compassion. Character values are implemented from the beginning of learning by developing the values of courtesy, religious, discipline, and fostering curiosity through perceptions of learning resources, media, procedures, and learning methodologies. Lecturers always try to encourage students' curiosity in this way. Lecturers direct students to search for material based on their observations. Activities seeking knowledge about topics to be discussed and discussed in learning implement the character of reading, critical, and creative. Listening skills are also practiced in group discussion exercises to emphasize the importance of tolerance and cooperation. Individual tasks help promote the character values of independence, hard work, and responsibility. At the end of the learning activity, summarize the learning outcomes. Lecturers provide opportunities for students to convey conclusions from the material that has been discussed in lectures. This is also done to instill the value of confident and independent character.

The findings of observational analysis for speaking competence begin at

the beginning of the learning activity, with the inclusion of the character value of manners in the opening and closing greetings. Lecturers also provide opportunities for students in rotation to lead prayers at the beginning and end of lectures, with the aim of cultivating religious character. In the aspect of delivering learning perception, lecturers give time to students to arouse interest and curiosity related to the learning topics to be discussed. Based on observations and interviews, lecturers think that giving students time to find information related to the material to be discussed in class is useful. Lecturers always give group discussion assignments in each course to build a spirit of tolerance and cooperation. Because there are still students who lack confidence when given the opportunity to speak, time is given for each group to be able to explain the results of the conversation by giving equal opportunities to their group members. These conversations prepare students to express agreement, refutation, and rejection of viewpoints in the context of the discussion, which includes relevant theories, reasons, and evidence. Furthermore, at the end of the learning process individual tasks are given to build character values of independence, love to read, hard work, creativity, and responsibility.

Speaking skills are also implemented at the end of the learning process. Lecturers give time to each student to appear and summarize the results of learning materials in order to build character, confidence and independence. One of the linguistic dimensions of speech competence is learning to communicate one's thoughts in speech. Character building during learning is observed as a whole according to the learning activities in RPS, starting from the introductory activities, core activities, and closing activities. Character values such as honesty, love to read, curiosity, creative,

tough, and critical thinking are often used in learning reading competence. Lecturers give assignments to students to collect knowledge about learning material through the assignment of finding information about learning material. This task must be given before the material is given. Character development in reading competence is very important for learning because the material can be retained if children read and understand information. Fostering curiosity can be done through the perception and use of media, methodologies, and learning strategies. The nature of being a reader, critical thinker, and creative thinker is implemented in student activities to find information on learning resources. Group discussion assignments reinforce the importance of tolerance and collaboration among students. The division of tasks in the search for literature or references for group discussions increases the character of hard work, responsibility, and perseverance in completing tasks. Based on the results of interviews with course lecturers, reading competency activities are also carried out in giving individual tasks to increase the character values of independence, hard work, love to read, and responsibility.

One of the activities emphasized by lecturers in Indonesian learning is writing competence. Character values that are instilled include discipline, curiosity, love to read, critical thinking, creative, independent, hard work, tolerance, responsibility, and confidence. To discover knowledge about the learning material, students' reading, creative, and critical personalities are integrated into their tasks. Students are also expected to look carefully for reading resources, which are then presented in the form of group assignments. According to the interview results, the professor still encountered the same group assignment in several classes. This shows the importance of instilling a love of reading in students. Give children



specific tasks to help them develop the character values of independence, hard effort, and responsibility. Furthermore, based on observations and interviews, the third finding is that character assessment is carried out using questions designed solely to reveal students' ability to practice character values. Character assessment is more focused on observations made during learning activities, with an emphasis on affective assessment. The implementation of the assessment is also never communicated directly to students, so it is expected that the assessment results occur as they are, run spontaneously, and the expected character is not the result of engineering. Character assessment is also used to determine the passing of Indonesian courses. Character assessment is done by observation in the learning process, asking questions, and traditional discussions that highlight character assessments of honesty, confidence, and responsibility. Characters assessed in group discussion activities include cooperation, responsibility, tolerance, and critical thinking. Test and non-test assessments can be used to identify whether the desired goal has been achieved or not.

Facts on the ground, as well as supporting and inhibiting variables, all play a role in the successful implementation of the program. Supporting factors for the implementation of character strengthening for students include (1) the competence of lecturers / educators in accordance with their fields of expertise in carrying out the teaching and learning process, showing that they have a good understanding of the learning programs implemented, and (2) the existence of good forms of cooperation between educators and Study Programs. Regarding obstacles in integrating student reinforcement are as follows: (1) along with the rapid development of science and technology that has an impact on students who sometimes abuse the benefits of

technology, (2) lecturers often have difficulty in determining the character values to be achieved. At the assessment stage, lecturers often have difficulty in choosing character values, integrating them into learning materials, and assessing the achievement of character education.

## **Results and Discussion**

### **A. The Nature of Character Education**

The term character comes from the Greek "*to mark*" which means "to mark" and focuses on how to apply the value of kindness in the form of actions or behaviors. The Ministry of National Education's Language Center defines character as "innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament, disposition." Tadkiroatun Musfiroh (2010) defines character as a set of attitudes, behaviors, motivations, and talents. This personality trait is directly related to a person's personality. Character, according to Mulyasa (2014), is "a person's nature in responding to situations morally, which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble character values." Philips defines the character of the nation as a way of thinking that is the identity of the nation. Furthermore, the Coordinating Ministry for People's Welfare stated that the nation's character is the quality of the nation's distinctive collective behavior which is reflected in the awareness, understanding, taste, karsa, and behavior of the nation and state as a result of the exercise of thought, heart, taste, karsa, and sports of a person or group of people (Komalasari and Saripudin, 2017).

### **B. Strengthening Character Education for Students**

Higher education is one area where character and culture can be developed.

Education has the ability to shape the human model it produces. Education also contributes significantly to the success of a nation by being a channel for translating important messages as well as a means to develop the nation's character (Nation and Character). The Character Education Strengthening Movement (PPK) of the Ministry of National Education (2017) identifies five main character values that are interconnected and form a network of values that can be developed, namely religious values, nationalism, independence, mutual assistance, and integrity.

### **C. Indonesian Learning in Higher Education**

Language is an aspect of culture, and is the most significant means of communication with society. According to Gorys Keraf (2010), language serves as a tool for self-expression, communication, social adaptation, and social control. Mansur Muslich (2018) defines language as a human lingual communication tool that can be used orally or in writing. Language is a communication tool that a person uses as a daily language. Language has an important function in shaping human personality. Indonesian serves as a mirror of the nation's character building. According to Abdul Chaer (2011), language is a social tool or communication tool in society. Humans relate to each other through language-based communication. That is, language includes all methods of communicating with others by symbolizing thoughts and feelings. Language is the most important communication tool to unite an entire nation. Students in scientific and academic contexts must be able to use Indonesian properly and correctly in all situations and conditions.

Since 2002, Indonesian has been designated as a compulsory subject for all universities in personality development

courses, and based on Law No. 20/2003 and PP No. 19/2005, Indonesian has been made a compulsory subject in all universities. In addition, Higher Education Regulation No. 43/2006 recognizes Indonesian as a personality development course. Teaching Indonesian as a personality development course aims to help students understand concepts and apply them in scientific writing, develop various intelligences, improve character, and personality. There is a growing understanding in Indonesian of the relevance of ideals embodied in Indonesian language and culture. To improve the dignity and dignity of the nation, Indonesian learning must be optimized as a medium of education and character building (Achmad and Alex, 2016). Listening, speaking, reading, and writing are four competencies in Indonesian learning. Defining listening competence as the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication conveyed by the speaker through speech or spoken language (Tarigan, 2008). Humans learn to pronounce and eventually speak skillfully based on the sounds they hear (Nurgiyantoro, 2017). Reading competence is one type of receptive language because it helps a person to gain new scientific knowledge and experience (Slamet, 2019). Tarigan (2008) defines writing competence as the ability to derive or paint graphic symbols that describe a language that is understood by someone so that others can understand the graphic symbols.

### **D. Integration of Character Strengthening in Indonesian Learning**

The integration of character strengthening in learning activities can be done through the stages of planning, implementing, and assessing learning. (1) The planning stage is an important stage in the learning process because planning

becomes a guide or guide in the learning process at the next stage. At this stage all lecturers make a syllabus and semester learning plan (RPS) which includes objectives, materials, strategies, methods, and evaluation tools. It deals with the "what and how" of learning inside and outside the classroom. The formulation of learning objectives made should not only be oriented towards the development of cognitive and psychomotor aspects, but also contain affective aspects.

In this affective aspect, character values that are considered relevant are integrated. Furthermore, the learning methods and strategies chosen should be methods and strategies that can facilitate learners so that they can achieve targeted knowledge and skills. In addition, the learning methods and strategies chosen should be those that can develop the integrated character. Similarly, the assessment technique used must be able to measure the achievement of competence as well as character which in this case is the character values that are integrated. (2) Implementation Stage. At this stage, lecturers carry out learning in accordance with what is stated in learning planning. But in its implementation, lecturers must still pay attention to the situation and conditions of the class. This is important to note because it is not uncommon for changes or differences in class situations to occur unexpectedly so that it is less possible or learning becomes ineffective if the lecturer is fixated on what has been prepared. Furthermore, the behavior of lecturers during the learning process should be a model of character implementation that is developed. (3) Assessment Stage. At the assessment stage, it is carried out to determine the success of students in completing learning tasks given during the process and the end of learning. Strengthening character values can be realized through the selection of learning

activities that are directly integrated with character values. In this case, the creativity of lecturers is needed to realize the cultivation and strengthening of character values.

### Conclusion

Based on the results and discussion, it can be concluded that character education has been integrated in the learning of Indonesian courses, both in planning, implementation and assessment. At the learning planning stage, Indonesian lecturers have listed character values that will be implemented in learning on the syllabus and RPS. The implementation of Indonesian learning has implemented the character values contained in the learning plan with learning materials Indonesian include four competencies, namely listening, speaking, reading, and writing competencies. Character assessment in Indonesian learning includes affective assessment. Assessment is carried out through observation, classical discussion, and question giving. Supporting factors for the integration of character strengthening in Indonesian learning, namely (1) the competence of lecturers in accordance with their fields of expertise in carrying out the teaching and learning process shows that they have a good understanding of the learning programs implemented, (2) the form of cooperation between lecturers and the Study Program. Factors inhibiting the integration of character strengthening for students in Indonesian learning are that students are sometimes misused by the benefits of technology, lecturers have difficulty in choosing character values and combining them with learning materials, and assessing the achievement of character education

This study provides recommendations that through Indonesian learning can be given strengthening character education. Therefore, character

education needs to be cultivated and confirmed in Indonesian learning. Language learning as a vehicle for character education needs to be planned, implemented, and must always be evaluated

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