



## Forming the Character of Discipline and Responsibility Through Character Education

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### Abstrak

Bangsa yang berkarakter kuat dapat menjadi bangsa yang bermartabat dan dihormati oleh bangsa-bangsa lain di dunia. Ada disiplin yang merupakan karakter yang sangat penting untuk diterapkan di lingkungan pendidikan sebelumnya dan di perguruan tinggi selain pendidikan karakter disiplin tanggung jawab yang sangat penting untuk diterapkan di lingkungan sehari-hari. Melihat kondisi mahasiswa saat ini, mahasiswa mengalami penurunan dalam hal penerapan karakter disiplin dan karakter tanggung jawab dalam melaksanakan tugas perkuliahan. Penelitian ini bertujuan untuk menganalisis karakter disiplin dan tanggung jawab melalui pendidikan karakter, mendeskripsikan pandangan dosen dalam membentuk karakter disiplin dan tanggung jawab di perguruan tinggi. Metode penelitian yang digunakan adalah penelitian kualitatif dimana teknik pengumpulan datanya adalah dengan meninjau buku literatur, entri jurnal yang ada hubungannya dengan masalah yang sedang dibahas. Hasil penelitian dapat disimpulkan bahwa dalam pelaksanaan pendidikan karakter disiplin dan tanggung jawab pada siswa terdapat faktor internal dan eksternal yang mempengaruhi menurunnya disiplin dan hilangnya tanggung jawab siswa. Salah satu cara untuk menghilangkan hambatan tersebut adalah melalui pembiasaan yang dapat mengubah karakter disiplin dan tanggung jawab siswa. Pendidikan karakter di perguruan tinggi diperlukan untuk membentuk dan mengembangkan peserta didik menjadi pribadi yang berkarakter dan memantapkan karakter yang diperoleh peserta didik pada jenjang sebelumnya.

**Kata Kunci:** Pendidikan Karakter Tanggung Jawab, Pendidikan Karakter Disiplin, dan Mahasiswa

### Abstract

A nation with strong character can become a nation with dignity and respect by other nations in the world. There is a discipline which is a very important character to be applied in the previous educational environment and in tertiary institutions besides the responsibility discipline character education which is very important to be applied in the everyday environment. Seeing the current condition of students, students have experienced a decline in terms of applying the character of discipline and character of responsibility in carrying out lecture assignments. This study aims to analyze the character of discipline and responsibility through character education, describing the views of lecturers in shaping the character of discipline and responsibility in tertiary institutions. The research method used is qualitative research where the data collection technique is to review literature books, journal entries that have something to do with the problem being discussed. The results of the study can be concluded that in the implementation of discipline and responsibility character education for students there are internal and external factors that affect the decline in discipline and loss of student responsibility. One way to remove these obstacles is through habituation which can change the character of student discipline and responsibility. Character education in tertiary institutions is needed to form and develop students to become individuals with character and strengthen the character acquired by students at the previous level.

**Keywords:** Responsibility Character Education, Discipline Character Education, and University Students

## 1. INTRODUCTION

A country that is developing because it has a factor that is a priority in the field of education that can build a change is called a nation. A nation that takes precedence over human character (Herawann & Sudarsana, 2017; Narimo et al., 2019; Permatasari & Murdiono, 2022). A nation that has a strong character creates a nation that is prosperous and has a dignified soul. A country that nation whose character is by following the goals of the Indonesian nation (Aisyah, 2017; Humaeroh & Dewi, 2021; Sudarmiani, 2013). The character exists in almost every family, school, and general society. Character is inherent in

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every individual which is reflected in behavior in everyday life (Dekawati, 2020; Sokip et al., 2019).

Character education is a chance to experience the challenges of character change faced today. According to the Law on national education, the 1946 Law was valid in 1947 until the National Education System Law Number 20 of 2003 concerning character education already existed, but at that time it had not become a priority in education (Khunaifi & Matlani, 2019; Permatasari & Murdiono, 2022; Saputra & Ekawati, 2017). Character education is not only applied in previous education but also at the tertiary level. In character education, the responsibility of students in carrying out lecture assignments in the student environment is by completing assignments and exercises that are the responsibility of students, carrying out instructions as well as possible during the learning process, being able to manage the set time, focus consistently, not cheat, and diligent and diligent during the lesson (Afandi et al., 2019; Jeynes, 2019). Students who have responsibility for the tasks that have been done make an example of how someone acts, behaves, says and responds to something that makes a good personality.

In disciplined character education, students are present to awaken self-awareness that will encourage students to be successful in learning. If you are not disciplined, the classroom atmosphere will be of little support for learning activities (Herawann & Sudarsana, 2017; Lickona & Davidson, 2005). The existence of discipline creates a safe and orderly atmosphere in the learning process. Parents always expect their children to be accustomed to the norms, values of life, and discipline so that children can become individuals who are orderly, orderly and disciplined (Murniyetti et al., 2016; Ramdan & Fauziah, 2019; Sampetondok, 2013). Discipline is a process for students to be successful in learning and pursuing their desired goals in students. In character education, the main responsibility and discipline in human consciousness is one of the components of emotional intelligence.

Self-awareness will create a positive impact in terms of doing lecture assignments on time, being able to manage time properly, students being focused and consistent in the goals to be achieved and not cheating and students themselves will be diligent and diligent in the ongoing learning process (A. Amran et al., 2019; Kristiono, 2018). The character of responsibility and the character of the importance of discipline are emphasized by Indonesian university education students. Responsibility has meaning in doing lecture assignments promptly on time and being able to work in a team or study independently (Chan et al., 2020; de Groot & Veugelers, 2015; Utami et al., 2020). Discipline students in time discipline, carry out activities that increase self-discipline, eliminate habits that can be detrimental and start joining self-discipline support groups because the influence is very large for oneself.

According previous study teaching guidance carried out by adults whose goal is to help children learn to live as social beings to achieve their desired growth and development according to goals (Andayani et al., 2020). Furthermore, according to other study in adult students discipline is a condition that is created and formed through a process of a series of behaviors that show the values of obedience, loyalty, order, or obedience (Hermino & Arifin, 2020). These values have become a part of behavior in his life. Behavior is created through a process in the family, education, and experience.

Base on the results of the explanation above the researcher is interested in conducted study that discuss how the implementation of character behavior education among postgraduate students at Indonesian universities. Education strengthens the character of discipline and responsibilities to produce future national leaders who are not only capable in the academic field but also have good character values.

## 2. METHODS

The research method carried out was a qualitative research study (Hammarberg et al., 2016; Verdinelli & Scagnoli, 2013). The research uses a qualitative descriptive research method because the research explores the character education of responsibility and discipline in carrying out lecture assignments in the student environment at Indonesian educational universities. The subject of this study are involving lecture and students in Indonesian education university.

Data collected and expressed in descriptive form from the results of interviews between researchers and informants. This study uses observation and interview techniques. The lattice of responsibility character education instruments and disciplinary character education is show in **Table 1**.

**Table 1. Instruments Lattice**

No.	Variable	Indicator
1	Responsibilities	Do the task as well as possible Avoid cheating in carrying out tasks Active participation in campus activities Dare to take risks for the actions taken Complete every assigned job to completion
2	Discipline	Comply with Campus Rules Ready to Queue Time Discipline Dress Discipline Behavior Discipline

Data analysis is using transcription, all interview recordings were recorded and transcribed verbatim. Transcription was done to change the interview data from audio to text which could be further processed and presented in this study.

## 3. RESULTS AND DISCUSSION

### Results

The formation of characteristics in students is carried out in every aspect and activity, in lectures two main elements can be involved in education in tertiary institutions, namely students, and lecturers play an active role in supporting the formation of honest characteristics, a sense of responsibility and discipline. Various daily activities and activities are used to form personality traits, namely in the form of making a target of activities that are carried out and completed individually or by the group of students themselves who have made their targets.

Activities in question in the character of time discipline according to the circumstances and conditions of the students themselves. The question is done campus work with responsibility? The results of the answers that have been researched by students complete assignments on time and according to the direction of the lecturer. The next question is in your opinion, what is the meaning of the characteristics of responsibility in everyday life. The results of the answer are that the character of responsibility is the character that underlies life as a spear of life, for example, when given a mandate, they will carry it out with full responsibility. In applying the character of discipline and the character of responsibility some obstacles are felt by the students themselves, therefore the next question is What obstacles do you face in applying the character of responsibility in

your life? The results of the answers that have been researched by students feel obstacles in external factors and internal factors.

In external factors, it is oneself who is not aware of the responsibility, self-nature that is carried away by being lazy in carrying out tasks because of the importance of self-control, lack of motivation in the surrounding environment, lack of support from friends around, lack of time management, unclear priorities and the existence of pressure and stress while internal factors are the existence of a problem in the family, organization or community environment, having procrastination difficulties overcoming the tendency to procrastinate on important tasks which become an obstacle in carrying out responsibilities and lack of accountability to oneself or others can hinder the ability to admit mistakes and learn from them.

The next question discussing the character of student discipline is how do you as a student discipline yourself? The results of the answers that have been researched by students have a way of disciplining themselves in different ways. For example, forcing themselves to start an activity, if it has started, students are self-aware that they must carry out and complete what has become a choice to get good results. Make strategies in self-discipline by making schedules and setting priorities, setting specific targets, and limiting distractions and distractions for example electronic media, social media and the environment which only make us worse.

Next question how do you evaluate yourself to achieve your responsibility as a student? explain the results of the answers that have been researched. Students have a way of evaluating themselves about what has been done and what has not been done. This will be a self-evaluation better to achieve the character of responsibility. Next question How do you manage your time? The results of the answers according to the citizenship education master's student, answered that as students we must be able to manage time and not procrastinate on assignments that have been given by lecturers, the more we procrastinate than our responsibilities as students will become increasingly heavy felt.

Next, the question I ask students is whether they like having discussions with lecturers regarding assignments. If so, explain! For the results of the answers answered by students, discussing with lecturers regarding coursework, in my opinion, is mandatory to get a broader explanation of lecture assignments. The next question I ask students is how do you, as a student, discipline yourself? If so, explain! One of the ways I discipline myself is to provide time limits or time management in all matters, for example giving deadlines in working on assignments in the form of time discipline.

Implementation of responsibility and discipline character education in tertiary institutions is the main figure, namely lecturers as educators who provide knowledge about responsibility to students. Because of that Wordy Modal Phrases discuss with the lecturer about coursework. That's why the question that I gave to students did you like to discuss with the lecturer regarding assignments? If so, explain! For the results of the answers answered by students, discussions with lecturers can also help students build closer relationships with lecturers. This can open up opportunities for exchange of ideas, collaboration or even further mentoring in the future. In discussions with lecturers, students can ask questions that must be fulfilled or in the desired format.

In responsible character education the results of student answers about what obstacles are felt in the character of responsibility. Unclear priorities: if there are no clear priorities, it is difficult to manage time and resources properly. This can lead to difficulties in determining which tasks should be prioritized and fulfilling the most important responsibilities. The character of responsibility has been instilled in humans from an early age, therefore the character of responsibility has been felt when studying elementary, junior high, high school and tertiary education, and more responsibility is developed. In college, character education students are interrelated with the student's self-awareness. If students do not prioritize

existing assignments that should be done and the assignments are just silent, eventually these assignments will pile up, which will arise laziness in students. Therefore, students' self-awareness must have changed by setting targets or time management to complete coursework with a sense of responsibility.

From the results of the recent research of postgraduate students at the Indonesian University of Education. In the education of the character of responsibility and character of discipline, students are responsible for doing lecture assignments and are responsible for the choices that have been chosen by students. Meanwhile, in terms of the discipline characteristics of postgraduate students, the discipline of time, dress and speaking politely and politely is very good. In creating the characteristics of each student, students can later become a nation with good character who has mature, disciplined, and responsible adults. Being responsible for students is self-awareness that dares to take responsibility for their choices and wants to turn into a human being who is useful and has good character because people who have the character of responsibility and good discipline are one of the processes leading to success.

## **Discussion**

### ***Character Building***

A Character can be explained as a form of its characteristics that attach to individual behavior that is unique, in a special sense these characteristics distinguish one individual from another and because these character traits can be identified in individual behavior and are unique (Prasarti & Prakoso, 2020; Sudarsana, 2017). Then the character is very close to the individual's personality. In addition, according to previous study explaining character is the same as personality, namely characteristics or characteristics, or style, or distinctive characteristics of a person that originates from formations received from the environment, for example, family in childhood (Ergen, 2019; Malihah, 2015).

Based on the explanation of the experts above, it can be concluded that character is a trait possessed by every human being that is owned by someone who makes him behave and act automatically, cannot be influenced by circumstances, family environment, or society, and without the need for consideration. Character education in Indonesia, the term character education was introduced around the 2000s. Character education is mentioned as values education, character education, moral education and character education which aims to develop students' ability to make good and bad decisions, maintain what is good and realize that goodness in everyday life (Hartanto, 2019; Herawann & Sudarsana, 2017). Character education emphasizes habits or habits that are continuously practiced and carried out. An important part of character education is educating children to have good character and implement it in everyday behavior (Amran Amran et al., 2019; Humaeroh & Dewi, 2021).

The civilization of a nation is determined by the people of that nation. The progress of the nation's civilization is very closely related to the morals of the nation and the good and bad morals of a nation are largely determined by the educational factor (Muawanah, 2018; Pradana et al., 2021). The essence of character education in the context of Indonesian education is value education, namely the education of noble values originating from the Indonesian nation's own culture to foster the personality of the younger generation. Education to build character implicitly means building traits or patterns of behavior based on or related to positive or good moral dimensions, not negative or bad ones (Panggabean, 2022; Veronika & Febrina, 2022). The main criterion for the younger generation is to build a good life, useful for themselves and society. Character education is education that supports social development,

### ***Responsibility Character Education***

Character education is explained as education to create human personality through character education, the results of which are seen in concrete actions, namely behavior, honesty, responsibility, respect for the rights of others, and hard work (Amran Amran et al., 2019; Hendrizal et al., 2022). In the character of responsibility as one of character education, of course, there are characteristics. In the implementation of responsibility in students is an individual, meaning someone who dares to act and dares to take responsibility for all the risks of his actions which include: completing all assignments and exercises that are his responsibility, being able to manage time determined, serious in doing something, focused and consistent, not cheating and diligently diligent during the learning process (Murniyetti et al., 2016; Perbowosari, 2018).

Character education is the responsibility of students to educate and train them to make intellectual human beings who have high thinking, responsibility, discipline, and good behavior. Character of responsibility is the attitude towards humans carrying out duties and obligations that should be carried out towards oneself, society, the environment, the state .and God Almighty (Ramdan & Fauziah, 2019; Yani et al., 2020). While the results of observations with interviews with students and lecturers, the results regarding the attitudes and behavior of students who are less responsible in academics are related to attitudes, namely carrying out tasks compulsorily, some being passive or lazy to think forward, lacking motivation, or tending to be ignorant/individualistic, lacking proficient in communicating with fellow friends and lecturers both directly / face to face.

Several ways can be used in implementing character education in tertiary institutions, one of which is learning in class through lectures. Therefore, some courses instill the character of responsibility in students. One of the character education courses that contain material about responsibility in students at the Indonesian University of Education is a course on the study of the theory and application of character education. In theory courses and application of character education, there is material about responsibility and discipline. Something that has been carried out by humans consciously of their own will, will have an impact and influence that must be accounted for by themselves. Thus the lecture process there are still students who have not applied understanding in everyday life.

### ***Discipline Character Education***

Education in children is very important as a foundation and provision for the future. The formation of discipline is carried out in the school environment or madrasah environment. Discipline is character education which can become a habit that influences learning achievement (Chan et al., 2020; Ramdan & Fauziah, 2019). The disciplinary attitude that is applied in schools must be able to help them to develop school policies and be able to respect and be able to control themselves against bad behavior. Discipline also requires a person's awareness to do and not do what he should and should not do (Wahyani et al., 2022; Wijayanti & Pratomo, 2019).

From an explanation of the opinion of the experts above discipline is a moral attitude that is owned by every human being and is formed through the processes of a series of behaviors that show the values of obedience, obedience, order, and order based on moral values (Andayani et al., 2020; Verma & Chandra, 2018). Based on the theory, it can be concluded that discipline is an attitude, an action to always comply with the rules that apply in society. Discipline functions as an educational tool to influence, educate and shape behavior by values that have been determined and taught.

The formation of the character of discipline in students through habituation, for example by example, by giving assignments, imposing sanctions if students make mistakes, dressing untidy and politely, and arriving on time. Discipline behavior of students, namely

arriving on time, wearing neat and polite clothes, and talking to lecturers or friends politely (Andayani et al., 2020; Yuliyanto et al., 2018). To achieve a successful character education, it is necessary to socialize about discipline students. Discipline character education is an important thing to pay attention to build one's character. Armed with the character values of discipline will encourage the growth of other good character values, such as responsibility, honesty, and cooperation.

Various ways can be done in the formation of student discipline, which can have an impact on the habituation that is carried out there will be an awareness of discipline. Discipline awareness can be seen in the daily activities carried out by students at tertiary institutions, students must get used to carrying out the rules that have been made by lecturers, as rules whose provisions must be obeyed and implemented to become a habit (Hermino & Arifin, 2020; Sugiarto et al., 2019). Some attitudes that form among others: (a) every time students are used to entering at six in the morning this activity is carried out to foster an attitude of time discipline, (b) students also need to get used to always studying at home by doing assignments (PR) will be examined and assessed by lecturers, habituation is carried out by the tertiary institution to foster a disciplined attitude of students, (c) moral discipline is also applied in schools. Moral discipline must always be a habit related to manners.

### ***Implementation of Student Character Education***

Students are educated and trained in tertiary institutions to become intellectual human beings who have high reasoning power, broad and sharp analysis, highly knowledgeable and commendable behavior. However, the application of character education among students encounters many obstacles. The character itself is an awareness in students who want to change for the better to achieve the ideals expected by students.

From the explanation above it can be concluded that character education in tertiary institutions can complement the character that has been formed in students who are obtained at the elementary, junior high, and high school education level but this has not worked as it should (Dewantara et al., 2021; Susilawati et al., 2021). There are parties who support the implementation of student character education not only lecturers as subject tutors, but also all academics, parents, community, and students who must be able to work together to implement characteristic education.

Implementation must have a strategy so that students can realize the desired results. Character in higher education is expected to be able to produce students who are honest, intelligent, caring, responsible, disciplined and tough. There are various teaching systems and systems provide different assessments, lecturers not only evaluate students' mastery of theory or cognitive abilities but also evaluate the characteristics of student responsibilities (Djuanda, 2019; Rusilowati & Wahyudi, 2020). As for the main thing in character education, students who are the main figures in lecturers in various subjects must be figures who practice character in various activities in class and outside the classroom. If small actions are carried out by students, it can facilitate character changes in each student.

## **4. CONCLUSION**

Character education is a necessity to face the challenges of character shifts that are currently being faced. In tertiary education the emphasis is on the character of student responsibility in carrying out lecture assignments in the student environment, namely by completing all tasks and exercises that are their responsibility, carrying out instructions as well as possible during the learning process, being able to manage the set time, focus, does not work together with friends and is diligent and diligent during the learning process. Meanwhile, in the characteristics of student discipline, time discipline, clothing, and speaking

are Polite and courteous. In creating the characteristics of each student, students can later become a nation with good character who has mature, disciplined, and responsible adults.

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