



New Student Study Orientation (OSMB) Containment of Student Independent Character Education

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya penguasaan dan pemahaman tentang buku katalog oleh mahasiswa baru. Didukung dengan kesulitan yang dialami mahasiswa baru untuk mengikuti tutorial akademik dan layanan administrasi. Tujuan penelitian untuk menganalisis layanan administrasi/akademik. Jenis penelitian ini adalah penelitian kualitatif. Metode yang digunakan dalam mengumpulkan data yaitu wawancara, observasi, dokumen dan angket. Subyek penelitian ini adalah seluruh mahasiswa pada salah satu universitas. Instrumen yang digunakan dalam pengumpulan data yaitu lembar kuesioner. Teknik analisis data menggunakan analisis statistik deskriptif terhadap hasil pengumpulan kuesioner. Hasil penelitian menunjukkan kegiatan Orientasi Studi Mahasiswa Baru memberikan kelancaran pelaksanaan tutorial penguasaan dan pemahaman tentang buku katalog yang mampu meningkatkan motivasi belajar. Dengan adanya buku katalog mampu memudahkan mahasiswa dalam menerima informasi dan seluk beluk Universitas. Dengan adanya penelitian ini perlu dilakukan pendekatan yang lebih terstruktur dan terarah dalam orientasi belajar bagi mahasiswa baru guna memperkuat dan meningkatkan karakter belajar mandiri mereka.

ABSTRACT

This research was motivated by the low mastery and understanding of catalog books by new students. Supported by the difficulties experienced by new students in following academic tutorials and administrative services. The research objective is to analyze administrative/academic services. This type of research is qualitative research. The methods used to collect data are interviews, observation, documents and questionnaires. The subjects of this research were all students at one university. The instrument used in data collection was a questionnaire sheet. The data analysis technique uses descriptive statistical analysis of the results of questionnaire collection. The results of the research show that New Student Study Orientation activities provide smooth implementation of mastery tutorials and understanding of catalog books which can increase learning motivation. Having a catalog book can make it easier for students to receive information and the ins and outs of the University. With this research, it is necessary to carry out a more structured and focused approach in learning orientation for new students in order to strengthen and improve their independent learning character.

1. INTRODUCTION

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. Education is a way to solve problems related to advertising, international trade and free trade (Kolk, 2016; Makbul, 2021). 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. Education is the main center for preparing for superior human character (Arsyad et al., 2020; Curren, 2017). 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 (Dai & Wang, 2023; Hidayati et al., 2020). First, previous studies suggest improving characterbased education. 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 (Kejora et al.,

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2021; 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; O'Flaherty & Phillips, 2015). 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. 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 UTL 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. 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.

College is an educational institution that plays an important role in developing students' potential, resources, and character; the role is undoubted with the support of stakeholders, parents, and administrative sections who also play a vital role in character education (Boldureanu et al., 2020; Rohaeni et al., 2021; Singh, 2019a). 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, to make responsible and good decision (Novianti, 2017; Santika, 2020). 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. 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; Sulistia et al., 2023). 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. Previous research 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 (Effendi, 2020; Sin & Cahyani, 2022). This study uses college students as participants for several reasons. Previous research, the world of education have a crucial problem to face including the problem of multidimensional crisis and degradation of moral character, as well as issues disintegration of the nation so that education character is considered to be an alternative solution effective in dealing with moral problems deteriorating nation (Istiani & Islamy, 2020; Suprpto et al., 2023). First, previous studies indicate that character is a more important criterion for student entrance selection, although less important for academic success. Second, other studies also indicate that character education contributes to the professional identity of students (Guo et al., 2018; Kern & Bowling, 2015). 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; Susilo et al., 2020). 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. UT's curriculum uses the concept of self-education (Kusmawan, 2017; Purnasari & Sadewo, 2021). 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 (Mundiri & Hasanah, 2018; Ratnasari, 2019).

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; Monika et al., 2022). However, this does not mean that there are no face-to-face meetings in distance education. 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.

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. Because the Catalog book is a handbook or pocket book 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. Independent character values grow along with habituation in activities that require courage, hard work, toughness and creativeness. Through varied activities, both inside and outside the classroom, independence can grow. 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. previous research states, character education is based not only on the understanding and knowledge, but also through the process of habituation (Rachman, 2017; Sutrisno et al., 2023).

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 (Rachman, 2017; Zurqoni et al., 2018). 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. 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 (Dewi et al., 2020; Winarni, 2013). The research purposes are: (1) To find out administrative/academic services for UT students; (2) Understand the UTL academic/administrative service system and (3) Students can access the academic and administrative service system at UT.

2. METHOD

The subject of this research is the Open University (UT), which is the only long distance university in Indonesia. This type of research is qualitative research with a survey of open university students in the East Java region. 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 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 (Indriasih et al., 2022; Trujillo et al., 2021).

This type of research triangulation uses theories that are appropriate to the scope of the research. The analysis process for collecting this data is by distributing the results of questionnaires regarding the understanding of character education in students with indicators that have been validated by experts. In addition, data analysis techniques use descriptive statistical analysis of the results of questionnaire collection. The subject of this research is all students at an open university in the East Java region. The grid in the instrument is related to: readiness to participate in OSMB, the process of character education and character education training which will later be distributed to all students at the open university. The data collection process is an important step in research, Data collection can be done from different places, different sources and in different ways (Alfansyur & Mariyani, 2020; Arianti, 2020). 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.

3. RESULT AND DISCUSSION

Result

Law No. 20/2003 mandates a wide space for teachers to manage daily affairs. (daily. affair). 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 resource. While evaluating your educational institution concerned, it is important to develop a curriculum that explicitly includes character education (Englund, 2016; Singh, 2019b). 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. Results of a survey on understanding character education in new students at open universities showed in Table 1.

Table 1. Results of a Survey on Understanding Character Education in New Students at Open Universities

Statements	Percentage of Survey Results
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%

Statements	Percentage of Survey Results
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 findings in this study are that as a whole the students of the open university already understand how important the character of education is in the world of education. the results of the questionnaire show that there is an average of 98% agreeing to implement character on an open university 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 (Kahfi, 2022; Kurniawaty et al., 2022; Winarni, 2013).

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 (Andayani et al., 2020; Widodo, 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; Suryawan & Rasidi, 2022). 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. 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. 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. 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, Character education is based not only on the understanding and knowledge, but also through the process of habituation (Neubert & Halbesleben, 2015; Rachman, 2017). The implementation of character education is expected to help students, specifically teenagers, to abstain from negative influences. Character development and growth can occur in stages throughout educational process. Higher Education as a formal place for students to get involved in the educational process and continue the process of character building. College is the cornerstone finally for all levels of education and as a vehicle for the formation of graduates who have a noble character, uphold cultural values, advance life and form Satria Pinandita (Dewi et al., 2020; Widiatmaka, 2021). College is a formal place for students to carry out the educational process and play a role in continuing character-building process. In the end the character will stick to themselves someone and sometimes without realizing it. A person of reliable character, have good personality, noble character, and become a valuable asset for the nation and country. higher education is the culmination of all stages of education and serves as a forum for community development having noble character, upholding high academic cultural values, advancing life, and realizing satria pinandita.

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 (Khairiyah & Dewinda, 2022; Wathoni, 2014). 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 (Erviana, 2021; Fatimah & Usfur, 2021). 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 (Tavares et al., 2023; Wathoni, 2014). 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.

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, 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 previous research, which revealed that a lecturer is tasked with educating, teaching, training, guiding, and evaluating (Azhari & Alaren, 2017; Rahmah & Fadhli, 2021). 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 (Bestari & Nurhayati, 2023). Subsequent research can be developed in a wider scope, especially the application of character education by implementing an independent learning curriculum, to realize superior quality students. In practice, education supported by human resources superior and come from academics. College teaching staff professional has a function as a teacher, educators and trainers so it can develop cognitive, affective and aspects psychomotor students. That matter be the entry point for character education for implementation at the university level high. The role of academic lecturers as

mentors in the formation of student character is to construct and change the perspective of students in order to become more human adults (Rudiyanto & Kasanova, 2023; Yunanto & Kasanova, 2023).

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. Higher Education as a formal forum for students to be involved in the process education and continuing the process of character building. Implementation of the Tri Dharma Higher Education is carried out through teaching, research, and service to society by lecturers. Through this process, lecturers internalize values noble character which is ultimately ingrained in campus culture. Obedience must radiated from the speaker's personality and transmitted to students. In this situation, lecturers become important participants in the process of character formation and moral education. The integration of character education into higher education, as highlighted in the study, presents both strengths and limitations. On the positive side, the findings underscore the students' recognition of the importance of character education and their readiness to participate in related activities, such as OSMB. Moreover, the research emphasizes the vital role of educators, particularly lecturers, in cultivating students' character values through exemplary behavior and instructional practices. However, challenges persist in the implementation of character education, including the need for concerted efforts from various stakeholders and the potential limitations in integrating character education into the formal curriculum structure. Additionally, while the study emphasizes the significance of character education in shaping students' moral values and personal development, it may overlook the complexities of character formation and the multifaceted nature of individual development. Despite these limitations, the implications of the study suggest the importance of prioritizing character education in higher education institutions. By fostering a culture of character development and providing opportunities for students to engage in meaningful experiences, universities can contribute to the holistic development of students and prepare them to navigate the challenges of contemporary society effectively. However, ongoing research and refinement of strategies are necessary to address the challenges and maximize the benefits of character education in higher education.

4. CONCLUSION

Higher education as one of the educational institutions plays a role important in the moral and ethical growth of students. 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. The findings of this study aim to further enhance student character education in the world of education. This character education can reflect the personal qualities of students New Student Study Orientation provides smooth implementation of tutorials and open university activities in the regions. New Students increase their motivation to study at open university because they understand the contents of the open university Catalog. New Students makes it easier for students to receive information and understand the open university Catalog, the ins and outs of open university. New Student Study Orientation can form and enhance a strong independent learning character in students with. 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. Character development and growth can occur in stages throughout educational process. Higher Education as a formal place for students to get involved in the educational process and continue the process of character building. Development and character growth can occur gradually throughout the educational process.

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