INTEGRATION MODEL OF NATION'S CHARACTER VALUES INTO LECTURES IN FACULTY OF EDUCATION SCIENCES

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ABSTRACT

Abstract

Research is intended to obtain information about: 1) lecturer's and student's opinion on the importance of character values integration into lectures, 2) developed character values, 3) implemented learning strategy and/or model, 4) lecturer's Semester Learning Plan (RPS) in integrating character values, 5) supporting and impeding factors in integrating character values.

This descriptive study is conducted in Faculty of Education Sciences, Yogyakarta State University by taking samples of lecturers and students done by stratified purposive sampling technique. Data collection is accomplished by questionnaires, observations, and documentation then are analyzed by qualitative and quantitative methods.

Results show: 1) character values integration is necessary to be done by all academic communities through lecturers and leaders modeling, 2) dominant character values developed are honesty, teamwork, responsibility, discipline, creativity, and faith, 3) learning strategy and/or model commonly used are task assignments, discussion, and problem based learning (PBL), 4) inside of Semester Learning Plan (RPS) exists a tendency of learning outcomes on attitude; responsibility, independency, and teamwork, learning outcomes on knowledge; comprehension, implementation, and analyzing, learning outcomes on skill that are practicing and critical thinking. Learning method tend to use expository, questions and answers, and assignments, study evaluations use observations, quizzes (written tests), portfolios and oral tests, 5) supporting factors are student's commitment, lecturers as model, vision and mission, and institution's aid. The deterrents are not all lecturers understand the integration's importance (lack of socialization), weak communities' teamwork, and inconsistency of applicable regulation.

Kata Kunci: *Character values, integration, lectures*