

Strengthening Character Through Character Habitus in Students of the Sociology Education Study Program and Pancasila and Citizenship Education

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Abstract. The problem of this research is that students experience demoralization of character so that they need character strengthening in the lecture process at college. The purpose of the research is to shape the character of students through character habitus in the lecture process. This study uses the mix-method concurrent embedded method with 10 research informants and 55 research respondents. The research data was collected using questionnaires, interviews, documentation and observations, then the data were analyzed using qualitative and quantitative data analysis. The results showed that character strengthening through character habitus in three levels, namely habitus dissemination by lecturers, acceptance of habitus by students and collective habitus by lecturers and students through the lecture process. Habitus character provides reinforcement for the character of discipline, responsibility, religious, honest, hard work, independent, curiosity, respect for achievement and a love of reading for students of the Sociology Education study program and students of the Pancasila and Citizenship Education Study Program, University of Muhammadiyah Makassar.

Keywords: *Character Strengthening; Character Habitus; Students*

Abstrak. Masalah penelitian ini adalah mahasiswa mengalami demoralisasi karakter sehingga membutuhkan penguatan karakter dalam proses perkuliahan di perguruan tinggi. Tujuan penelitian adalah untuk membentuk karakter mahasiswa melalui habitus karakter dalam proses perkuliahan. Penelitian ini menggunakan metode *mix-method concurrent embedded* dengan informan penelitian 10 orang dan responden penelitian 55 orang. Pengumpulan data penelitian menggunakan angket, wawancara, dokumentasi dan observasi, kemudian data dianalisis menggunakan analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukkan penguatan karakter melalui habitus karakter dalam tiga tingkatan yaitu desiminasi habitus yang dilakukan dosen, penerimaan habitus oleh mahasiswa dan habitus kolektif oleh dosen dan mahasiswa melalui proses perkuliahan. Habitus karakter memberikan penguatan pada karakter disiplin, tanggung jawab, religious, jujur, kerja keras, mandiri, rasa ingin tahu, menghargai prestasi dan gemar membaca pada mahasiswa program studi Pendidikan Sosiologi dan mahasiswa Program Studi Pendidikan Pancasila dan Kewarganegaraan Universitas Muhammadiyah Makassar.

Kata Kunci: *Penguatan Karakter; Habitus Karakter; Mahasiswa*

INTRODUCTION

Strengthening character in higher education is a very important thing to do (Suardi, Nursalam, et al., 2020) (Nur et al., 2021) by the entire academic community, as is the case at Muhammadiyah University of Makassar (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) through the implementation of Education at the Study Program level and more specifically in the lecture process carried out by lecturers and students.

Strengthening character in the lecture process can be done through a process of habituation or character habitus (Kanji et al., 2020a) (Nur et al., 2021) (Suardi et al., 2021) (Kanji et al., 2019c), because students are already have characters obtained from the family environment, the school environment is good at the elementary school level (Nursalam et al., 2020) (Kanji et al., 2020a) (Kanji et al., 2019b) (Kanji et al., 2019a) (Kanji et al., al., 2019c), junior high school (Suardi et al., 2018), high school (Suardi et al., 2019) (Suardi, Agustang, et al., 2020) or college (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) and the community environment. So what needs to be done by a lecturer is to provide character strengthening (Nur et al., 2021) (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020).

Strengthening character for students is very important because there are many cases that show the demoralization of student

character (Suardi et al., 2021) especially in the current era of the industrial revolution 4.0, such as research (Ardimen, 2017) which found that many students cheated, students violated the code of ethics, students smoking on campus, students don't dress neatly, students fake signatures and students get pregnant out of wedlock. The same thing was found in research (Sujadi et al., 2017) which found students cheating during the exam process, plagiarizing, not being open, being dishonest.

Strengthening character through habituation or character habitus has been investigated by other researchers such as research (Suardi et al., 2021) on character habituation or habitus in universities on aspects of religious character, research (Kanji et al., 2019c) on habituation or character habitus in universities. primary school on 18 national character values, research (Nur et al., 2021) on character habituation in universities to overcome violations of character values, research (Kanji et al., 2020a) on character habituation or habitus in elementary schools on character social care, research (Akhir, 2018) on character habituation or habitus to improve students' writing skills

The difference in the research that will be carried out by researchers is the use of character habitus in aspects of discipline, responsibility, religious character, independence, curiosity, appreciation for achievement and a love of reading, so that this research has novelty or research novelty.

RESEARCH METHODS

The research uses the mix-method concurrent embedded method, a combination of qualitative and quantitative methods so that researchers can obtain more comprehensive research results (Creswell, 2013), so that the research results are more valid (Sugiyono, 2011). The research instrument used the researcher himself, interview, observation, documentation and questionnaire instruments. The research informants used purposive sampling as many as 10 people while the research respondents used a total sampling of 55 respondents from two classes. The researcher conducted an analysis starting from the data reduction stage, the data display stage and data verification (Sugiyono, 2011) and carried out a questionnaire accuracy test and a questionnaire truth test.

DISCUSSION

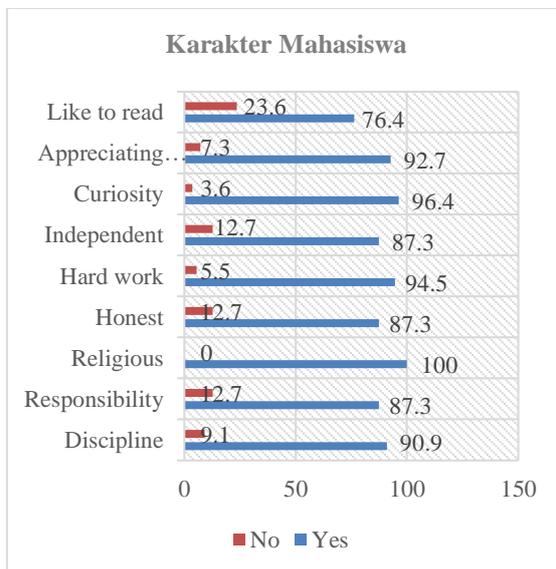
Strengthening student character is carried out through character habitus, which is a moral experience that is carried out repeatedly that forms characteristic behavior (Lickona, 1996), (Nursalam et al., 2020) through trained habits (Lickona, 1997). Character habit is the integration of knowledge, feelings, words and use of symbols, and moral actions (Suardi, Nursalam, et al., 2020).

Character habitus consists of three levels of habitus, namely:

1. Dissemination of habitus. At this stage the lecturers through attitudes and actions spread moral knowledge, moral feelings, words and the use of moral symbols (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) to related students. with a disciplined, responsible, religious character, honest, hard working, independent, curious, appreciative of achievement and likes to read in the lecture process starting from lecture contracts, lecture processes, assignments and evaluation of lecture results.
2. Acceptance of habitus. At this stage, students through their attitudes and actions receive moral knowledge, moral feelings, words and the use of moral symbols obtained from the interaction (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) with lecturers related to the character of discipline, responsibility, religious, honest, hard work, independent, curiosity, appreciating achievement and fond of reading in the lecture process.
3. Collective habitus. At this stage students and lecturers have attitudes and actions that are carried out in accordance with the habits of the academic community based on moral knowledge, moral feelings, words and the use of moral symbols they have (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, 2012). (Nursalam, et al., 2020) related to the character of discipline,

responsibility, religion, honesty, hard work, independence, curiosity, respect for achievement and a love of reading.

Character discipline, responsibility, religious, honest, hardworking, independent, curious, appreciative of achievement and likes to read Sociology Education and Pancasila and Civic Education (PPKn) students based on the results of a questionnaire of 55 students, namely:



Based on the diagram, the highest level is the high religious character and the lowest reading habit. Religious character is supported by the process of lecture activities at the University of Muhammadiyah Makassar based on Al-Islam Kemuhammadiyah Education (Suardi et al., 2021), formal education at Muhammadiyah must implement religious character education in the learning process or lectures (Suardi et al., 2018) while the character likes Low reading is caused because students do not provide time to read various readings related to lecture material (Nursalam

et al., 2020), students prefer to read outside of lecture material such as reading texts on social media.

Student discipline character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) collecting assignments in the Google Classroom appropriately time to do assignments, (2) on time to collect assignments according to the time given by the lecturer, (3) on time in participating in the lecture process, (4) motivation for discipline by lecturers, (5) self-awareness of students for discipline, (6) attend each lecture, (7) a lecture contract that includes the time for the implementation of lecture activities, (8) students want to always be on time according to the set hours, (9) discipline in dressing, (10) get up early, (11) 10 minutes earlier in the meeting room every meeting before the lecturer enters the meeting room, (12) respecting time, the habit of getting up early to prepare for lectures, (13) discipline is one of the keys to success, (14) discipline punctual, (15) parental teachings for discipline (sit well) in attending lectures, (16) lecture schedule at 7 am. Discipline character is a form of obedience to the rules (Silmi, 2018), and getting sanctions for those who violate (Efendi & Sudarwanto, 2018), so tighter control is needed so that there are no violations (Suardi & Syarifuddin, 2018) in following the lecture

process from the start. until the end of the lecture (Suardi & Nursalam, 2020).

The character of student responsibility is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) doing the tasks given by the lecturer each meeting, (2) relying on their own ability to do assignments, (3) being responsible, (4) assignments that must be handwritten so that they trigger students to be responsible for doing assignments without being done by other students, (5) being responsible for attending lectures from start to finish. the end, (6) students as agents of change must be responsible, (7) responsibility is the student's obligation. The character of responsibility should be given to students from an early age as a provision for their lives in the era of the industrial revolution 4.0 (Utami, 2020), by giving assignments to students so that they can be carried out (Mulyani & Suharso, 2020) in the lecture process (Suardi & Syarifuddin, 2018) (Suardi & Nursalam, 2020).

Students' religious character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) before the lecture process begins by praying Together, (2) students behave and behave well, (3) always remember Allah during the lecture process, (4) students cover their genitals during the lecture

process, (5) pray before attending lectures, (6) habituation of religious characters into student personalities, (7) the lecturer advises the students. Students not only have to be smart but also have a religious character (Suardi et al., 2018) which can be developed in the lecture process in order to overcome student demoralization (Suardi et al., 2021).

The honest character of students is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) honest students do their own assignments, (2) honesty is the provision of students as prospective educators, (3) honesty brings goodness, (4) honesty as an identity, (5) students do not cheat, (6) honest students fill in absences, (7) lecturers teach honesty, (7) students are happy if they are honest, (8) students are afraid to lie. Honest character is a character that must be instilled in children from an early age (Samiaji, 2019), which should be owned by students (Suardi et al., 2018).

The character of students' hard work is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) students work hard on assignments , (2) students work hard to collect assignments according to the set time limit, (3) work hard to ask other students if they don't understand the assignment, (4) work hard as an obligation, (5) work hard to

find a network to join lectures, (6) hard work doing assignments by handwriting, (7) working hard on difficult tasks, (8) working hard on assignments until you stay up late. The character of hard work is a provision for children in the future (Science et al., 2014).

Students' independent character is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) independently working on their own assignments, (2) independent in learning individually, (3) independently answering lecturers' questions, (4) being independent is a comfort, (5) lecturers to always be independent in learning and in life, (6) independently looking for information and course references, (7) independent learning through teaching materials. Independence is needed so that students can live well in society (Sunarti et al., 2018) and understand the reality of life in society (Science et al., 2014).

The character of student curiosity is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) wanting to know the material- the material in the teaching materials provided by the lecturer, (2) ask other students if they do not know the assignment given, (3) ask the lecturer if they do not know the assignment, (4) look for material references in books, google, youtube.

The character of appreciating student achievement is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) respecting the results of student work that others, (2) respecting the opinions of other students, (3) respecting themselves for the achievements of the lecture process, (4) listening to friends who are discussing, (5) achievement is an honor, understanding student achievements are different, (6) being motivated to excel such as other students who excel, (7) achievement is the key to success, (8) appreciate the achievements of lecturers, (9) measure their own achievements, (10) change themselves for the better or achieve.

Students' reading habit is formed through character habitus (Nursalam et al., 2020) (Kanji et al., 2019c) (Suardi, Nursalam, et al., 2020) because in the lecture process, habituation is carried out: (1) wanting to know, so you have to read, (2) assignments given by lecturers provide a stimulus for reading lecture material, (3) reading to increase knowledge and understanding related to lecture material, (4) reading is important and has many benefits, (5) reading online books, articles and journals to add insight, (6) reading is the responsibility of students, (7) initially the necessity of reading eventually becomes a habit, (8) reading can help do lecturers' assignments, (9) reading makes students more aware.

Student character habitus is behavior that is repeatedly carried out in the lecture process, forming character behavior (Lickona, 1996), through habits that are trained (Lickona, 1997) by lecturers. Strengthening character through character habitus can provide reinforcement of 18 national character values (Kanji et al., 2019c) (Kanji et al., 2019b) (Nursalam et al., 2020), strengthening of students' religious character (Suardi et al., 2021). Strengthening the character of students to avoid violating character values (Nur et al., 2021), strengthening the character of students such as dressing politely according to the rules, praying in congregation at the mosque (Suardi, Nursalam, et al., 2020). Although it is almost the same as the research results obtained, namely character habitus can provide reinforcement to the character of discipline, responsibility, religion, honesty, hard work, independence, curiosity, respect for students' achievements and love of reading.

Strengthening character through the lecture process at universities can not only be done through character habitus but also through moral integrative (Suardi et al., 2021) (Suardi, Nursalam, et al., 2020) (Nur et al., 2021), through local wisdom learning models and media (Suardi & Syarifuddin, 2018), classroom learning models and media (Suardi & Nursalam, 2020), through campus teaching program activities (Suardi & Nur, 2022), although they have different ways of providing

character strengthening but have the same goal, namely to shape the character of students.

CONCLUSION

Strengthening character through character habitus has formed disciplined, responsible, religious, honest, hard-working, independent, curiosity character, appreciates achievement and likes to read through the level of habitus dissemination, acceptance of habitus and collective habitus for students of the Sociology Education study program and students of the Program. Study of Pancasila Education and Citizenship, University of Muhammadiyah Makassar.

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