

ISBN: 978-602-8047-83-8



# PROCEEDINGS

## International Conference Enhancing Education Quality In Facing Asian Community

*Management  
and Governance*

*Quality Assurance*

*Teaching  
and Learning*

Post Graduate Program  
University of PGRI Semarang

Post Graduate Program  
University of PGRI Semarang

Proceedings: International Conference  
Enhancing Education Quality  
In Facing Asian Community

Post Graduate Program, University of PGRI Semarang  
Main Hall of Gedung Pusat 7<sup>th</sup> Floor, 30<sup>th</sup> May 2015  
Semarang, Indonesia

**Proceeding:**

International Conference: Enhancing Education Quality In Facing Asian  
Community

**Publishing Institute:**

Post Graduate Program, University of PGRI Semarang

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ISBN: 978-602-8047-83-8

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## PREFACE

In line with the development of human civilization, competition has become one of the central issues arising among countries. It demands the nations to have goods and services of good quality. The quality of goods and services provided by a nation depend on the quality of the human resources. Furthermore, the quality of the human resources depends much on the quality of education of the nation. Therefore, the demand on the education quality is reasonably true. The fact shows that only qualified education can produce qualified human resources; and only qualified human resources can produce goods and services of good quality for regional as well as international market. In addition, quality education can only be obtained through a learning process of good quality, good management of quality education, good education quality assurance, research by qualified faculty, and other factors.

Referring to those facts, the Postgraduate Program of University of PGRI Semarang Indonesia hosts an interdisciplinary International Conference on the exploration of a broad range of Educational Quality themes focusing on the quality enhancement of: 1) education management, 2) teaching-learning process, 3) education quality assurance, and 4) the quality of education research.

The conference is hopefully can be a forum for exchanging ideas and research outcomes and for addressing challenges to the vision of an integrated ASEAN Community in relation to the quality of higher education, particularly for academics and students, scholars, experts, and researchers.

On behalf of the Committee, I would like to express our heartfelt thanks to Mr. Mark Heyward, Ph.D. (Australia), Ms. Sopantini, Ph.D. (Australia), Prof. Dr. Sugiyono, M.Pd. (Indonesia), and Mr. Manish Semwal, Ph.D (India) for their incredible contribution as the key speakers. Our gratitude also goes to Rector of University of PGRI Semarang for all the facilities provided, with which the conference runs well. Special thanks go as well to all the presenters and participants without whom this conference may not run. To anyone contributing and participating, I wish that we will have a very productive and successful conference for the betterment of education quality.

Semarang, May 30, 2015.  
Chair of OC,

**Dr. Ngasbun Egar, S.Pd., M.Pd.**  
Deputy Director of Post Graduate Program  
University of PGRI Semarang



## WELCOMING SPEECH

*Dear Speakers, Esteemed guests, participants, Ladies and gentlemen,*

We are delighted and honored to host this conference on Enhancing Education Quality in facing Asian Community. I am very pleased to welcome you to University of PGRI Semarang and to this conference. I wish for you an enjoyable and productive stay in our beautiful capital city of Central Java.

Your presence here this morning at this international conference emphasizes important aspects of the quality of education especially focusing on education management, teaching learning process, education quality assurance, and researches in education. I am confident that the conference will stimulate discussion about issues of common concern in the field of quality education. By the end of our sessions, I believe that we will be able to identify benefits of our work together that will apply individually and collectively to educational practices in our contexts.

Ladies and Gentlemen, we, Post Graduate Program of the University of PGRI Semarang, take special interest in this conference for at least two reasons: Firstly, the focus of the conference is education, a process that is at the heart of the development of our country. The quality of education will depends much on the quality of the management, teaching-learning process, researches, as well as the quality assurance, beside other important aspects. Secondly, this is an international conference. Conferences such as this give us an opportunity to sift through international ideas and to choose those which can be adapted to improve our national institutions. International discussions allow us to make our contributions to the major world-wide issues of the day as well and thus to establish our place among the nations of the world. The substance of the various sessions of this conference and the expertise of the plenary and parallel presenters and other participants will provide us with excellent opportunities both to give and to receive from the international dialogue.

Finally, I take this opportunity to express my hope that this conference will be an important step in our efforts to improve the quality of education everywhere. I wish you all the success in your efforts.

Once again, let me welcome you to University of PGRI Semarang. We look forward to learning about your discussions and deliberations. I should note that the Post Graduate Program of University of PGRI Semarang has been in the efforts of developing an effective education which is under constant assessment and improvement. This conference should help us in our endeavors to expand and improve.

Semarang, May 30, 2015.  
Chair of SC,

**Prof. Dr. Sunandar, M.Pd.**  
Director of Post Graduate Program  
University of PGRI Semarang

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**THE IMPACT OF CHARACTER EDUCATION ON THE BEHAVIOUR  
OF LECTURERS, EMPLOYEES, AND STUDENTS OF PGRI  
UNIVERSITY OF SEMARANG**

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**ABSTRACT**

The aim of this study is to investigate the impact of the implementation of character education on the behavior of lecturers, employees and students of PGRI University of Semarang. It is a descriptive qualitative study with a sample of 200 students, 40 teachers and 20 employees chosen through purposive and snowball sampling techniques. The Instruments of this study are the researchers themselves equipped with interview guides, questionnaire, and recording devices. The results showed that students (75.23%), lecturers (56.79%) employees (39.85%) have the value of excellent character. However, the result of the questionnaire is not fully in accordance with the results of the interviews and observations. The fact that many of the lecturers, employees and students still lack of discipline. They often come late, submit the assignment late and many more. Besides, they still show their egoism, particularly the students not to give a priority to the elderly to step in the lift first. Many students commented that many employees are haunted and do not give good services to them. However, it can be concluded that in general the lecturers', employees', and students' character is pretty good. Therefore, it is suggested that 1) the efforts to build good characters for the community of PGRI University of Semarang need to be increased such as by conducting universal value ESQ training, attaching a series of wisdom words or self-motivation on the walls of every floor and room etc. Besides, giving good services to the students need to be prioritized; the character of lecturers and employees needs to be evaluated any time.

*Keywords: impact, character education, lecturers, employees, students*

**Introduction**

In general, the moral or character of the Indonesian people tends to be degraded. It is signaled by the intricate political situation of our beloved country and the declines of the quality of education, whether formal, non-formal or informal. It raised a serious concern of the former Minister of National Education, Mohammad Nuh, until he felt the need to re-emphasize the importance of character education (Kompas, Selasa tgl 7 September 2010:12 Kolom 2-5). IKIP PGRI Semarang, which has now become PGRI University of Semarang (UPGRIS), entrusted by the government to be the model of the university that implements character education. Various attempts have been undertaken to implement the character education through ESQ (Emotional and Spiritual Quotient), integrating character values into courses, publishing the manual values of characters under the title of "GATI IKIP PGRIKU"

(Egar, et all, 2011), the book “Character Education Foundation” (Soengeng Ysh-Abdullah-Kasihadi, 2013), “Guidelines for the Practice of Education Culture and National Character” (Widiharto-Handayani-Soengeng Ysh, 2014), developing Tri Dharma into Catur Dharma of the University with *Peneladanan* or model as the fourth Dharma. All efforts prove how serious UPGRIS is striving to implement the character education programs. However, there are still some shortcomings found that the implementation of the education character is far from the expectation. Hence, it is of quite necessary to conduct an early detection to what extent of the impact of the implementation of the character education program is. Then the problems in this study are as follows: (a) what efforts are undertaken in order to implement the character education at UPGRIS?, (b) to what extent is the perception of the lecturers, employees, and students on the impact of the character education?, (c) what constraints are faced during the implementation of the character education program?, and (d) what efforts have been made in overcoming those constraints?

## Method

*Research Design.* This study is a descriptive qualitative and quantitative research with the combined data in the form of percentage and narrative. The main focus of this research is to find out and explore in depth the impact of the implementation of character education program changes the behavior of lecturers, employees and students of PGRI University of Semarang.

*Population and Sample.* The population of this study is the lecturers, employees and students of PGRI university of Semarang. While the sample taken is 200 students, 40 lecturers, and 20 employees. The sampling technique used to take the sample was purposive and snowball sampling.

*Instrumentation.* The instruments used for collecting the data were questionnaires, observation sheet, and interview.

*Data and Data Source.* There are two sorts of data in this study i.e., primary data and secondary data. Primary data are data obtained in the form of verbal behavior of lecturers, employees, and students as the reflection of the impact of the character education. Secondary data are data in the form of documents, archive photographs, field notes with regard to the implementation of character education. While the data source of this study is people (lecturers, employees, and students) and non-person in the form of documents, files, records and so on.

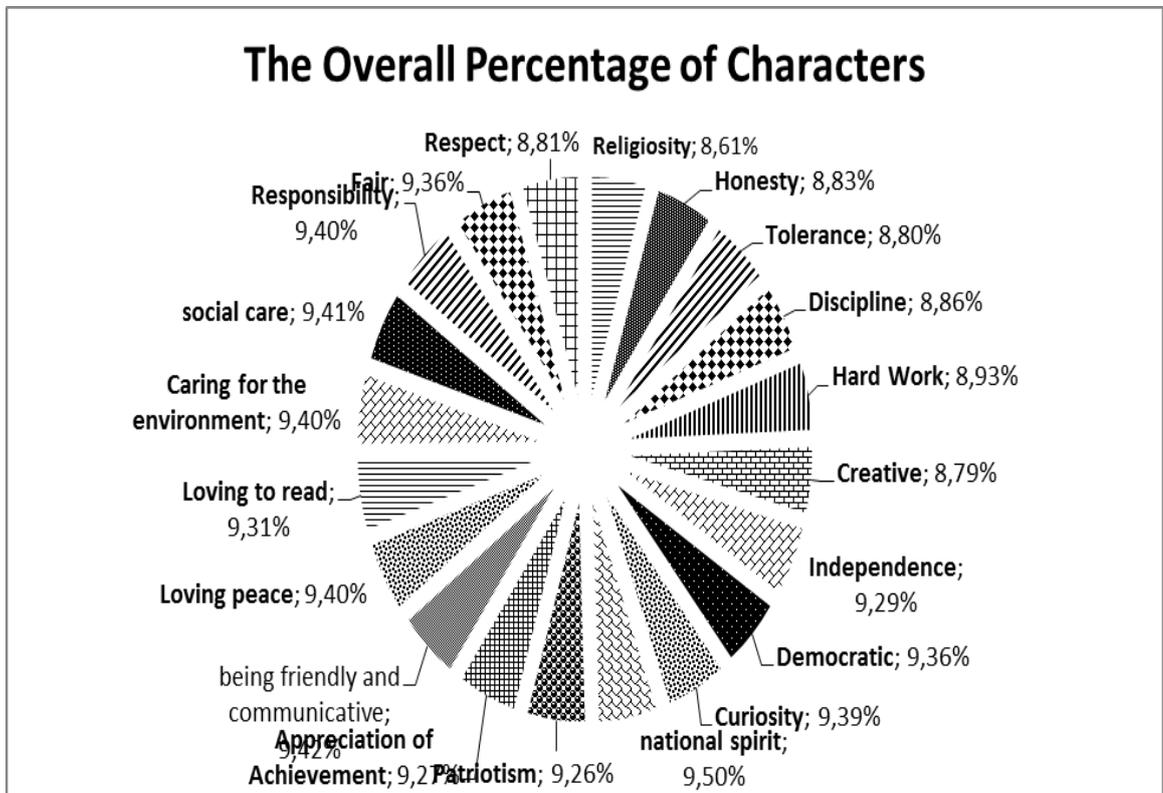
*Procedure of Collecting Data.* In this study, the data were obtained through field observation, in-depth interview, questionnaire, and documentation.

*Technique of Data Analysis.* The obtained qualitative data were analyzed through the following activities: data reduction, data presentation and conclusion. While the quantitative data from questionnaire were analyzed through tally, figures and percentage.

**Results**

*The Efforts undertaken By UPGRIS In Implementing the Character Education.* The efforts undertaken in order to implement the character education, UPGRIS conducted; (1) ESQ training followed by all lecturers, employees and students, (2) an integration of character education in the teaching learning process (in this case, the lecturers do not only deliver the course materials but also give motivation and examples on the implementation of the character values developed by UPGRIS); (3) attachment of the character values through banners around the campus.

a. *The overall results in percentage for 20 characters from lecturers, employees and students*

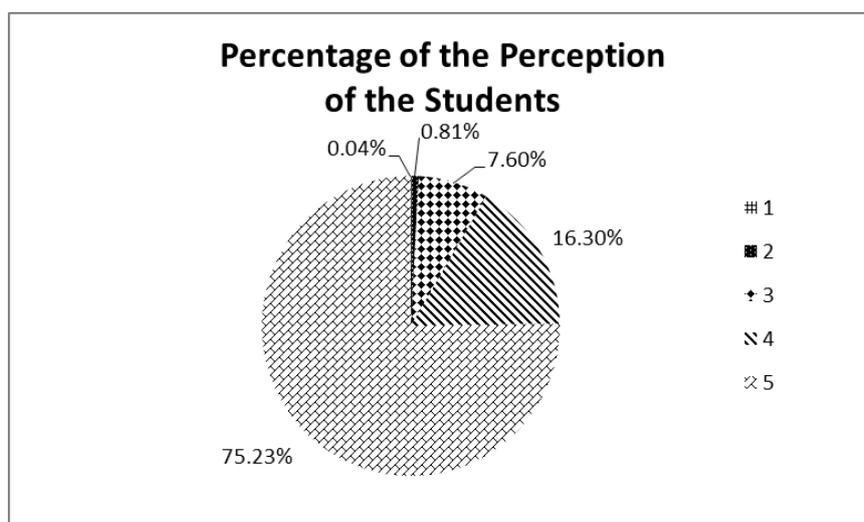


Graph 1. The percentage of the value of the overall character

From the figure above, it can be elaborated from the lowest to the highest value, as follows: Religiosity (8.61%) creative (8.79%), tolerance (8.80%), respect (8.81%), honesty (8.83%), discipline (8.86%), hard work (8.93%), patriotism (9.26%), appreciation of the achievements (9.27%), independence (9.29%), loving to read (9.31%), democratic (9.36%), fair (9.36%), curiosity (9.39%), loving peace (9.40%), responsibility (9.40%), caring for the environment (9.40%), social care (9.41%), being friendly and communicative (9.42%), national spirit (9.50%).

*b. The results in percentage of the perception of the students*

Below are figures of the percentage of the perception based on the following criteria; 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = excellent.

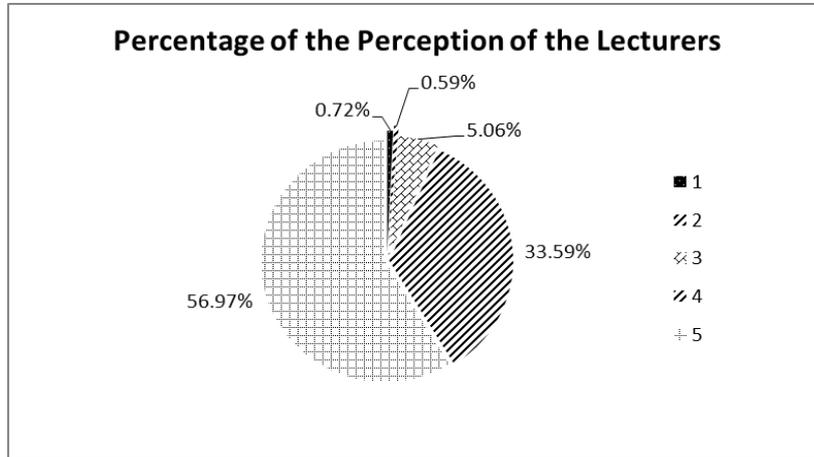


Graph 2. The the students' perception based on the questionnaires

The figure above shows that the students' perception on the impact of the character education is as follows: 75.23% (excellent), 16.30% (good), 7.6% (fair), 0.81% (poor) and 0.04% (very poor) character value. However, the result of the interviews and observations is different from that of the questionnaire results. In reality, based on the observation, the students did not reflect their excellent character as their honesty and responsibility are not visible; for example, the missing belongings that never returned such as wallet/laptop/shoes/jacket/books, and so on often happen in the campus environment. Besides, cheating is also among of the students' habit during the exams, including plagiarism in doing their final project. They also lack of awareness or sensitivity to the older people in the sense that when they are waiting for the turn to get into the lift, they do not offer the first chance to the olders but on the contrary striving to be the first.

Still many of the students do not obey the rules, for instance, on certain days, Tuesdays and Wednesdays, they are supposed to wear uniform but the fact that only 50% are obidients.

c. *The results in percentage of the perception of the lecturers*



Graph 3. The lecturers’ perception based on the questionnaires

From the graph shown above, it can be seen that the lecturers’ perception on the impact of the character education is as follows: 56.97% (excellent), 33.59% (good), 5.06% fair, 0.59% (poor), and 0.72% very poor. The positive impact of implementing 5S (*Senyum, Salam, Sapa, Sabar dan Santun*) is good that it can be seen every time they meet each other they say hello and shake hands; unfortunately it is not fully applied by all of the lecturers to the students. It is discovered that less than 50% of the lecturers have implemented 5S to the students. Concerning the discipline in giving lectures, many of the lecturers often come late or be absent wwithout telling to the students (15%)

d. *The results in percentage of the perception of the employees*

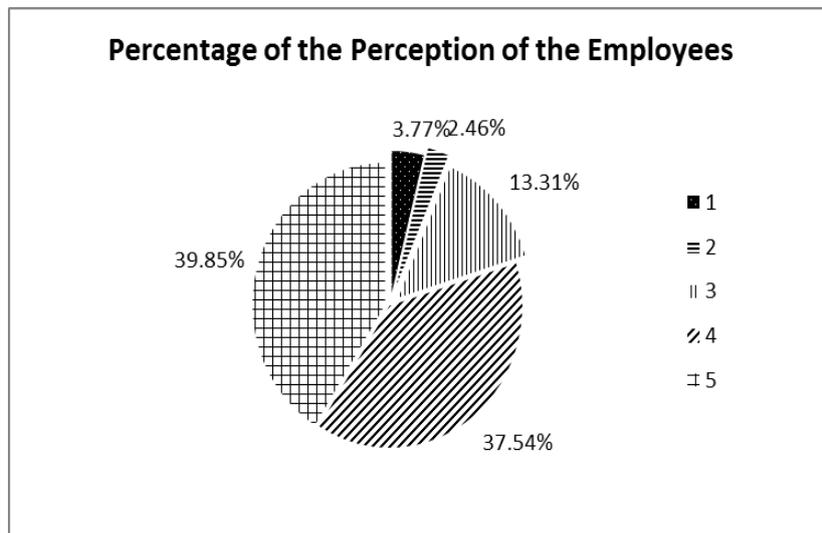


Figure 4. The employees’ perception based on questionnaires

The graph above shows that the employees' perception on the impact of the character education is as follows: 39.85% (excellent), 37.54% (good), 2.46% (fair), 13% (poor) and 3.77% (very poor). The positive impact is visible for the discipline of working hours, a good interaction between employees and lecturers. It means that the value of the character of mutual respect and collaboration among employees are good. However, it was found that the services offered to the students were still unsatisfactory. The foundation's wishes for employees to serve heartedly seem not yet realized. The majority of the informants say that 80% of employees serve students unfriendly. More than 50% of such statements reinforce the informants by mentioning that female employees who are not friendly and often grumpy are pictured as "mak lampir".

*The Constraints Faced During the Implementation of Character Education.* The constraints faced during the implementation of the character education program are (1) PGRI University of Semarang consists of thousands of people who come from various backgrounds, social cultures that ultimately lead to some disagreements on the implementation on the character education; (2) There are also some lecturers and staff as well as students who have not been able to comply with the existing regulations on academic society; (3) The lack of self-awareness on complying with their duties and being discipline in joining some of the non-academic activities, for example in flag ceremony etc.

*The Efforts Made in Overcoming the Constraints.* Those who did not attend the flag ceremony were gathered in a meeting room to be advised or guided on how to be discipline or obey the rules so as not to repeat the current disobedience.

## **Recommendations**

Based on the result of the study as stated above, it can be recommended as follows:

1. PGRI university of Semarang needs to issue an official decree concerning the implementation of character education. Moreover, it was appointed by the government as the pilot pioneer of implementing the character education in university.
2. It needs to set up the character movement supported by foundations and all university leaders.
3. The dissemination of the fourth dharma of university, "Peneladanan", needs to be carried out by the Foundation and university every semester to the lecturers, employees and students.
4. ESQ training needs to be evaluated since it spent a huge amount of money but it brings about little impact.

5. There should be a regular meeting every semester to discuss the character values associated directly with the real situation to the students, employees and lecturers.
6. Services to the students need to be prioritized.
7. It is necessary to stick a set of words of wisdom or self-motivation on the walls of every floor and room which insists that 'the mind will become words, words will become actions, actions will become habits, habits will be a character, and character determines fate '(quoted from Frank Outlaw).
8. In a small scope, it is necessary for the deans or vice deans to monitor the employees, students or lecturers on their characters. Those who violate the regulations dealing with the character education should be given sanctions starting from giving reprimand to dismissal when the violation is very serious.
9. The national anthem should be played from the tape recorder at the beginning of the working hours, pauses, or at the end of working hours to raise the patriotism and love of the fatherland.
10. Further research with wider scope and more detail concerning the character education implemented at PGRI university of Semarang needs to be done in order to strengthen the fourth dharma of university, "Peneladanan"

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