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Strengthening the Character Education of Pre-Service Teachers Through 'Kampus Mengajar' Program

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Abstract

One of the endeavours to strengthen the personality and character of Indonesian citizens is character education. As one of the universities, IKIP PGRI Bojonegoro is one of the agents in carrying out the mission of establishing the nation's character, particularly in shaping the character of its students. Character education is one of the efforts to improve the morals and character of Indonesian citizens. IKIP PGRI Bojonegoro as one of the tertiary institutions is one of the agents in carrying out the task of building the nation's character, especially in the context of shaping the character of its students. This study aims to describe the character values of prospective teacher students who develop while participating in a teaching campus program. This study uses a qualitative method. Data collection was carried out using questionnaires, interviews, and documentation. Data were analyzed using the Miles & Huberman method. The results showed that the implementation of the teaching campus program by IKIP PGRI Bojonegoro students had instilled religious character, honesty, tolerance, time discipline, friendliness, motivating students, respecting students, courtesy, fairness, hard work, independence, care for the environment, responsibility.

Keywords: Character education, pre-service teacher, kampus mengajar program.

A. Introduction

The teacher is one of the elements in a lesson (Widayati, 2019). The teacher has the authority to carry out a plan, implementation and evaluation in a series of learning processes (Qulub, 2019). Therefore, teachers are required to be professional in their main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Dzulkifli & Sari, 2015). Professionalism in the teacher and lecturer law is explained as an activity carried out by a person and a source of income for his life that requires expertise, skills or skills that meet certain quality standards or norms, and requires professional education (Dewi, 2015). Empirically, the professionalism of a teacher is measured from the aspect of the level of mastery and implementation of knowledge, skills and character. Thus, teacher professionalism which is measured from the level of mastery and implementation of knowledge, skills, and character becomes an important element in a lesson.

One element of professionalism that is sometimes overlooked is the character of a teacher. This is indicated as an aspect that is often overlooked because in a teacher's education, aspects of knowledge and skills are embodied in a curriculum in the form of courses (Erfan, 2011). Meanwhile, character is

considered as an attitude that is instilled in a lecture and is rarely used as an element of graduation in a course. On the other hand, the teacher is an agent for improving the character of the nation's children (Ratnawati, 2018). The number of negative characters, such as indiscipline, punctuality, likes to break the rules, corruption, abuse of authority and lawlessness which are considered normal in today's society shows that a person's character is very bad. So that the teacher as an element of education is required to have a good character so that the students who are educated get a figure who is able to set an example and instill character values that are in accordance with the identity of the Indonesian nation.

Character building can be carried out through various processes and media that can be carried out throughout life (Suwartini, 2017). One of the programs held by the Ministry of Education, Culture, Research and Technology that can provide experience in developing the character of prospective teachers is the teaching campus (Rahmadani et al., 2022). Through the teaching campus program, student teacher candidates get facilities to develop character as prospective educators through direct interaction with students, teachers and education staff. So that the teaching campus is a means of developing the character of prospective teachers.

Various teaching campus activities aim to restore literacy due to the Covid-19 pandemic indirectly as a means of character education for prospective teacher students (Hikmawati, 2022). Character education essentially aims to instill values and structuring a way of living together that respects individual freedom more (Omeri, 2015). In addition, character education for prospective teacher students aims to improve the noble character of students as a whole through teachers as agents of character improvement.

The existence of a teaching campus program is intended so that students have the opportunity to develop themselves through activities and creativity outside the scope of lectures. One of the self-development that students can do is the character of a teacher. Therefore, this research is important to do to describe the character of prospective teacher students who have grown from a series of teaching campus activities. It is hoped that the results of this study can be used as a reference source for teaching activities on campus so that student character can develop optimally.

B. Method

To reveal the character of students who can grow when participating in campus teaching activities, researchers use a qualitative research approach using the case study method. This is with the consideration of being able to understand the meaning behind the data that appears. Social phenomena are often not understood based on what is said and done, because every person's words and actions often have a certain meaning, therefore holistic research is needed.

In practice, to obtain data that is clear and accurate and has high validity, the researchers conducted direct research on data sources, namely students participating in teaching campuses, tutor teachers, school principals, and IKIP PGRI Bojonegoro lecturers.

Data collection techniques used several instruments, namely interview guidelines, questionnaires, and documentation study guidelines. Qualitative data analysis used by researchers is based on the Milles and Huberman model (Thalib, 2022), where data analysis consists of three activity streams carried out simultaneously, namely: data reduction, data presentation, and conclusion/verification.

Measurement of improving the character of students participating in teaching campuses is carried out by comparing character assessments before compared to characters after teaching campus activities (Surya, 2020). This measurement uses the N-gain test (normalized gain) carried out with the formula according to (Majdi & Subali, 2018) as follows.

$$\langle g \rangle = \frac{((\% \text{ post}) - (\% \text{ pre}))}{(100\% - (\% \text{ pre}))} \quad (1)$$

Where:

$\langle g \rangle$ = normalized average gain

$\langle \% \text{ post} \rangle$ = score after being given treatment

$\langle \% \text{ pre} \rangle$ = score before being given treatment

The interpretation of the " $\langle g \rangle$ " values obtained using the criteria (Majdi & Subali, 2018) is shown in Table 1 below.

Table 1. Categorization of improvement based on $\langle g \rangle$ value

Nilai $\langle g \rangle$	kriteria
$0,7 \leq \text{nilai } \langle g \rangle \leq 1,00$	High
$0,3 \leq \text{nilai } \langle g \rangle < 0,7$	Medium
$\langle g \rangle \text{ nilai } < 0,3$	Low

Table 1 is used as a reference in determining the character improvement category of students participating in campus teaching activities. The N-gain is on $0,3 \leq \langle g \rangle \leq 1,00$ shows that the teaching campus activities carried out have a positive impact related to character improvement. But if the n-gain is in the range $\langle g \rangle < 0,3$, then campus teaching activities need to be improved in their implementation.

C. Result and Discussion

This study aims to 1) describe the character of prospective teacher students who have been developed through teaching campus activities, and 2) describe recommendations for activities for students participating in the teaching campus program so that good character can develop optimally.

Teaching campus activities that students participate in are intended to help restore literacy and numeracy through teaching activities, assisting with technology adaptation, and assisting with administration. Based on data obtained from IKIP PGRI Bojonegoro students doing campus teaching, namely SMPN 2

Wanayasa Banjarnegara, SDN Punggulrejo Rengel Tuban, SDN Sugihwaras 2 Jenu Tuban, SDN Mojosari Kalitidu Bojonegoro, SDN Sobontoro Tambakboyo, SDN Margomulyo 2 Balen Bojonegoro, SDN Karangdinoyo II Sumberrejo, SD Negeri Pekuwon I Sumberrejo, SD Negeri Pakel Montong Tuban the following data is obtained.

1. Students help strengthen literacy and numeracy by providing additional learning when the teacher is unable to attend and after students return from school
2. Students help classify books in the library based on genre.
3. Students help build a reading corner
4. Students help develop pentagon-based learning media.
5. Planting trees in the school environment.
6. English class every Tuesday after school
7. Reactivate scout activities
8. Coordinate with the student council to activate the wall magazine
9. Accompanying district-level literacy competitions
10. Handle out bond activities in basic leadership training
11. Holding class meetings

The data was confirmed with the school. Data from interviews with the school related to activities carried out by students who have participated in campus teaching activities Batch 3 at SMPN 2 Wanayasa Banjarnegara, SDN Punggulrejo Rengel Tuban, SDN Sugihwaras 2 Jenu Tuban, SDN Mojosari Kalitidu Bojonegoro, SDN Sobontoro Tambakboyo, SDN Margomulyo 2 Balen Bojonegoro, SDN Karangdinoyo II Sumberrejo, SD Negeri Pekuwon I Sumberrejo, SD Negeri Pakel Montong Tuban shows that:

1. Students help strengthen literacy and numeracy through learning after school hours.
2. Students help classify books in the library.
3. Students offer to use learning media on YouTube and some self-developed learning media.
4. Students help activate wall magazines.
5. Students accompany literacy competitions at the district level.
6. Students held several competitions related to literacy and numeracy.

While the diaries of students participating in campus teaching activities at SMPN 2 Wanayasa Banjarnegara, SDN Punggulrejo Rengel Tuban, SDN Sugihwaras 2 Jenu Tuban, SDN Mojosari Kalitidu Bojonegoro, SDN Sobontoro Tambakboyo, SDN Margomulyo 2 Balen Bojonegoro, SDN Karangdinoyo II Sumberrejo, SD Negeri Pekuwon I Sumberrejo, SD Negeri Pakel Montong Tuban, obtained a number of activities that have been carried out from March 1 to July 29 2022 and have been validated by the supervisor as follows.

1. Students help strengthen literacy and numeracy by providing additional learning when the teacher is unable to attend and after students return from school
2. Students help classify books in the library based on genre.
3. Students help build a reading corner
4. Students help develop pentagon-based learning media.

5. Planting trees in the school environment.
6. English class every Tuesday after school
7. Reactivate scout activities
8. Coordinate with the student council to activate the wall magazine
9. Accompanying district-level literacy competitions
10. Handle out bond activities in basic leadership training
11. Holding class meetings

Based on data obtained from students, tutor teachers at the target campus teaching schools, and field supervisors, obtained data on the activities of IKIP PGRI Bojonegoro students participating in the 3rd Batch teaching campus as follows.

1. Students help strengthen literacy and numeracy by providing additional learning when the teacher is unable to attend and after students return from school
2. Students help classify books in the library based on genre.
3. Students help build a reading corner
4. Students help develop pentagon-based learning media.
5. Planting trees in the school environment.
6. English class every Tuesday after school
7. Reactivate scout activities
8. Coordinate with the student council to activate the wall magazine
9. Accompanying district-level literacy competitions
10. Handle out bond activities in basic leadership training
11. Holding class meetings

The character development of student teacher candidates through these eleven activities can be confirmed by tutors, school principals, and IKIP PGRI Bojonegoro lecturers. Based on the data obtained from tutor teachers, school principals, and IKIP PGRI Bojonegoro lecturers who teach students participating in class 3 teaching campuses, the following is obtained.

Table 2. n gain the character of prospective teacher students participating in campus teaching batch 3

2nd student	n-gain												
	Religious	Honest	tolerance	Discipline	friendly	Motivation	Responsibility of students	Politics	Fair	Hard work	Independent	Environment	Responsibility
1	0,88	0,85	0,88	0,88	0,88	0,88	0,88	0,88	0,88	0,88	0,88	0,88	0,88
2	0,79	0,63	0,85	0,79	0,79	0,85	0,79	0,79	0,79	0,79	0,79	0,79	0,79

3	0,8 7	0,5 3	0,6 3	0,8 5	0,8 7	0,6 3	0,8 7	0,8 5	0,8 7	0,8 7	0,8 7	0,8 5	0,8 7
4	0,8 5	0,8 5	0,5 3	0,6 3	0,8 5	0,5 3	0,8 5	0,6 3	0,8 5	0,8 5	0,8 5	0,6 3	0,8 5
5	0,6 3	0,6 3	0,3 1	0,5 3	0,8 5	0,3 1	0,8 5	0,5 3	0,6 3	0,8 5	0,8 5	0,5 3	0,6 3
6	0,5 3	0,5 3	0,8 5	0,3 1	0,6 3	0,8 5	0,6 3	0,3 1	0,8 5	0,6 3	0,6 3	0,3 1	0,8 5
7	0,3 1	0,8 5	0,6 3	0,3 1	0,5 3	0,3 1	0,5 3	0,8 5	0,6 3	0,5 3	0,5 3	0,8 5	0,6 3
8	1,0 0	0,6 3	0,5 3	1,0 0	0,3 1	1,0 0	0,3 1	0,6 3	0,5 3	0,3 1	0,3 1	0,6 3	0,5 3
9	0,9 5	0,5 3	0,9 5	0,9 5	0,8 5	0,9 5	0,9 5	0,9 5	0,9 5	0,9 5	0,8 5	0,5 3	0,3 1

. Based on Table 2. The N-gain character of student teacher candidates participating in class 3 teaching campuses ranges from 0.31 to 1.00. This shows that there is a moderate to medium increase in the character of the campus teaching participants. This is in line with the results of research conducted by (Aan et al., 2021), (Anwar, 2021), (Shabrina, 2022), and (Purnama et al., 2022). Implementation of campus teaching provides space for students with various characters from various elements. These elements include teachers, principals, students, and the community. This is something that students do not encounter when studying on campus. As a result, students get experience to socialize with teachers, principals, students, and the community. Student social skills indirectly instill a variety of good characters. These good characters include being religious, honest, tolerant, disciplined in time, friendly, motivating students, respecting students, polite, fair, hard work, independent, caring for the environment, responsibility.

Religious character is related to the character, character, morals or personality of a person which is formed from the internalization of various policies based on religious teachings (Ahsanulhaq, 2019). This religious character can be embedded when various teaching campus activities are carried out, such as guiding students when they pray before studying. This religious character can also grow when praying together with teachers and students. Thus, religious character is one of the characters that can be instilled when students carry out religious activities in teaching campus programs.

Preserving the values of tolerance is crucial in creating peace (Jamaludin et al., 2022). This is because this tolerant attitude is the basis for preventing conflicts and riots that have ethnic, ethnic, religious, racial, and racial nuances (Hidayatulloh, 2021). The growth of this tolerance character is because students interact with various characteristics in the school environment (Subianto, 2013). Thus, the teaching campus is a means of developing the tolerance character of students.

Discipline is one of the basic characters that must be possessed by a teacher. The discipline in question includes time discipline and regulatory

discipline so that students get exemplary figures for future success (Karso, 2019). A person's level of discipline is the main element for work success (Hajar, 2019). Therefore, discipline is an important part of human resources for the success of a job.

Schools as agents of implementing the educational process must have a friendly culture in carrying out their functions to achieve educational goals (Yosada & Kurniati, 2019). Various reports of violence in schools often occur in students from elementary to high school levels (Sugiyatno, 2010). Violence was committed by students to students, students to teachers, teachers to students and parents to teachers. Departing from the various problems of violence and conflict that students receive at school, it is necessary to have child-friendly schools. Child-friendly schools can be started from child-friendly teachers. The existence of this teaching campus program can actually foster a child-friendly attitude in prospective teacher students who take part in this program.

The learning process will be successful when students have motivation in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning results, teachers are required to be creative in arousing student learning motivation (Suharni, 2021). The ability of prospective teacher students to motivate students who are in target schools is one of the positive things for creating teachers needed by students and future education.

C. Conclusions

Based on the results of data analysis and discussion, the character values of student teacher candidates that develop during campus teaching activities are religious, honest, tolerance, time discipline, friendly, motivating students, respecting students, polite, fair, hard work, independent, caring for the environment, responsibility.

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