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Findings on the evaluation of character values in Math Education Department of Guangxi Normal University – China

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Abstract. UNNES has Regulation of Rector, No. 19 Year 2016, which contains 12 ethics/characters for students. So, lecturers need to know how to evaluate the character values. While Guangxi Normal University (GXNU) of China is known to have some Ethics too for university level. Its follow up, then we need go to a university in China, namely: Guangxi Normal University (GXNU) and Prof. Dr. Guo Yuanbing as our Partner Lecturer. Questions: How does Mathematics lecturer at GXNU evaluate the values of the characters that grow on the students? Method of this research is Qualitative approach. The research subjects: Some of Local Students of GXNU were selected and some of GXNU lecturers. Main activities in GXNU: With guided by Prof. Dr. Guo Yuanbing, we do observation in class, interviews, triangulation, and Focus Group Discussion (FGD) in GXNU. The results: There were 5 character values in GXNU, which became the focus of GXNU's lecturers to be evaluated, namely: (1) Civility, (2) Harmony, (3) Freedom, (4) Rule of Law, (5) Integrity. In addition, also found how GXNU Mathematics lecturer in assessing the growth of student characters.

1. Introduction

1.1. Background

UNNES has the Regulation of Rector, No. 19 Year 2016. The regulation contains 12 ethics/characters applicable to UNNES students. So, lecturers need to know how to evaluate the values of the characters on the students. UNNES has 12 Ethics, namely: science for truth, academic freedom, harmony, responsibility, honesty, justice, caring, exemplary, discipline, politeness, non-discrimination, and mutual respect. At the school level, Indonesia also has Character Education Program. [1] stated that there are five main values of the character developed namely: religious, nationalism, autonomy, mutual cooperation, and integrity.

While Guangxi Normal University (GXNU) of China is known has some Ethics too for university level. Its follow up, then we need go to a university in China, namely: Guangxi Normal University (GXNU) and Prof. Dr. Guo Yuanbing as our Partner Lecturer. We need visits, observations, and interviews with lecturers and some of students of GXNU for find out of the evaluation of characters values that integrated in teaching- learning process, especially through the subjects of mathematics or others.

1.2. Question of Research

Based on the background above, then the question of the research were as follows: (1) What were the Character Values that grown in GXNU? (2) How did Mathematics lecturer at GXNU evaluate the values of the characters that grow on the students?



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1.3. Research Objectives

Based on the research question above, then the research objectives were as follows: (1) Obtain the types of character values that are in GXNU. (2) Getting the findings on how GXNU lecturers evaluate the values of characters that grow in their students.

1.4. Literature Review

1.4.1. Character Values developed in School and UNNES

In Indonesia, the Ministry of Education and Culture has been decided to carry out of character education. Character education needs to be given to students from an early age. The Indonesian government has decided that there are five character values that need to be given to students. The five characters are religious, nationalism, independent, mutual cooperation, and integrity. The explanation is as described below.

In religious value it covers three aspects of relationships. The first is the relationship between God and humans, the second is the relationship between someone and other people, and the third is the relationship between humans and their environment. So, in religious value there are behavior who arises to love each other, and also to maintain a sense of integrity. This religious value includes mutual respect for diversity in religion, having an attitude to not force their own will, willingness to maintain national harmony, maintaining peace, tolerance but having a firm stance on their beliefs, and ready to preserve the environment.

While the character value of nationalism, highlight the need for all citizens to have a mindset that is more concerned with the needs of the state and the nation than their personal or group interests. Someone is said to have a high character value of nationalism if someone has a caring character, has a high sense of loyalty, and respects the richness of the language, nation, and state of Indonesia. This character value has a sub-value, namely is willing to love the country, willing to protect its environment, ready to preserve the nation's cultural richness, willing to comply with applicable legal rules in Indonesia, and ready to safeguard the diversity of religions, cultures and tribes in Indonesia.

Independent character value is a characters that show attitudes and behavior that do not want to depend on others. People who have independent values in themselves are expected to be people who are ready to work hard, professionally, have enthusiasm and perseverance, and are able to fight for themselves, their society and their country.

The value of mutual cooperation is a shared value that has been embedded in the hearts of Indonesian people since ancient times. This togetherness can be seen from the harmony of the community when planting rice in the fields, building houses, building places of worship, community service, or for example building village bridges. The community works together to solve the problem. They help each other voluntarily. The value of mutual cooperation includes the willingness to help one another, being ready to work together that is mutually beneficial, ready to carry out joint consensus, mutual empathy with one another, and also a high sense of solidarity, and having a shared commitment to complete common tasks.

The value of the character of integrity, is a character value that involves self-interest in a matter of good name regarding trust, action, work, and behavior that is able to make whether someone is worthy of trust or not. This also concerns the willingness to maintain the results of their work, their loyalty, and one's commitment. This integrity value also includes a high sense

of responsibility, being able to not corruption, having exemplary, honest, having a moral commitment, doing justice, and being willing to respect individual dignity.

The five main values of this character, namely religious, nationalism, independent, mutual cooperation, and integrity are a unity of character values that interact with each other. Someone who has five character values, is a superior human who has a good personality and will be very useful for themselves, their family, their community, their nation and their country.

Universtas Negeri Semarang as a maker of the scholar graduate for the prospective state leaders needs to create scholars who are intelligent and have noble character. Thus, giving character building lectures is an important and strategic step to produce of qualified leaders candidates of state.

Based on the Regulation of Rector, No. 19 Year 2016, at UNNES itself has 12 ethics/characters who applicable to students. UNNES has 12 Ethics, namely: science for truth, academic freedom, harmony, responsibility, politeness, non-discrimination, honesty, justice, caring, exemplary, discipline, and mutual respect. So, the ability of lecturers to assess the growth of character values in students, needs to be studied and carried out by UNNES lecturers.

1.4.2. Assessment of Student Character by Lecturers

School success to implement Character Education Strengthening (PPK) needs to be followed by universities, especially UNNES. In the end, there needs to be a change of character from the students to be better. The success of lecturers in fostering character values for students, will be seen from the student character that is appear. To foster good character values for students, must be begun the example of the lecturer who to have a good character, as stated by [2] and [3]. Students are prospective leaders of the nation. Therefore, students need to be equipped and have good character values.

Therefore, according to [4], [5], [6], and [7], student character needs to be assessed. Therefore, there needs to be a benchmark for how lecturers can provide character assessments to their students. Lecturers or teachers need to have a benchmark for assessing the character development of their students. To make the lecturers' assessment methods better, the research team conducted a comparative study to Guangxi Normal University in China.

2. Methods

2.1. Approach of research

Approach of research is qualitative approach.

2.2. Subject of Research

The research subjects: Some of Local Students of GXNU were selected and some of GXNU lecturers.

2.3. Data Interpretations and Main Activities

According to [8], technique of data analysis and interpretations were as follows: data reduction, data exposure, data interpretation, and conclusion. Based on this opinion of Matthew B. Miles & A. Michael Huberman, then our main activities in GXNU were as follows: With guided by Prof. Dr. Guo Yuanbing, we must do observation in class, interviews, Focus Group Discussion (FGD), and triangulation at GXNU.



Figure 1. Interviews with Local Students

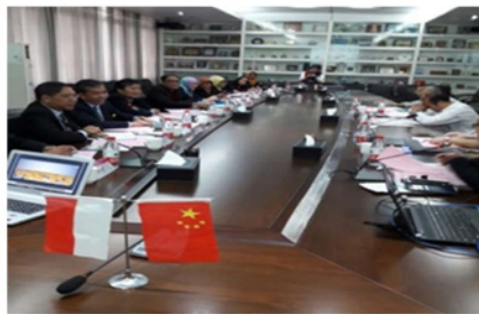


Figure 2. FGD with Mathematics Lecturers of GXNU

3. Results and Discussion

3.1. The results of Research

The results of the following research are described as a form of solution to problem 1 and problem 2 in this article. Character values in GXNU are as follows. There are 12 character values that are developed in GXNU, namely: (1) Prosperity, with this character it is expected that students can be able to utilize the results of their studies for the sake of personal prosperity and prosperity of the country. (2) Democracy, the character of democracy is expected to be attached to students at GXNU, so that the atmosphere on campus becomes conducive, calm, and everything goes in an orderly manner. (3) Civility, is the character of students at GXNU so that all academicians are able to think and act naturally in living life on campus. (4) Harmony, with this character then in life on campus can grow a high sense of brotherhood and a sense of togetherness in life in the GXNU environment. (5) Freedom, is the giving of freedom to think and do something with full responsibility. (6) Equality, this means that every academy in the GXNU environment has the same legal rights without discrimination. (7) Justice is a condition where GXNU citizens have rights and obligations that are fairly accepted. (8) Rule of Law, is a character that shows the attitude of obedience to the rules of the law. (9) Patriotism is a character that must be possessed by GXNU citizens, namely brave, not easy to give up, and then dare to sacrifice for the sake of nation and state. (10) Dedication is a character that is interpreted as an attitude that is ready to contribute thoughts, time, and energy for the sake of nation and state. (11) Integrity is a character that reflects the qualifications to be honest and has a strong principle of moral honesty, and finally able to form one of the deepest ties in life between humans. (12) Friendship is the character's attitude to feel mutual trust, ready to provide unconditional support, not wanting to be selfish.

Character values that were integrated into the learning process of mathematics at GXNU, could be described as follows. (1) Lecturer of Mathematics Education of GXNU was given the freedom to apply some or all of the values of character into teaching and learning activities. (2) Character values were not

explicitly added into the Lesson Plan of a mathematics lecturer. (3) Violations of the application of character values by student were left entirely to the lecturer concerned with the support of the institution. (4) Socialization of the 12 character values in GXNU, done through ornament on the lecture building. Look at the figure 3 and 4 below:



Figure 3. The 12 character values in GXNU on the lecture building

(5) With reference to the writings of [9], then the Student Character Assessment Sheet:



**EVALUATION FORM FOR STUDENTS BY LECTURER
OCCURED IN THE TEACHING PROCESS CONTINUED**

| Name of Lecturer : | | | | | | | |
|-------------------------------|-----------------|--------------------------|-----------------|-------------|-------------|--------------|----------------------|
| Subject : | | | | | | | |
| Date of Evaluation : | | | | | | | |
| Student name : | | | | | | | |
| EVALUATION BY LECTURER | | | | | | | |
| No. | Name and Id. No | VALUE SCORE OF CHARACTER | | | | | Response of Lecturer |
| | | Integrity (1) | Rule of Law (2) | Freedom (3) | Harmony (4) | Civility (5) | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |

Figure 4. Evaluation Sheet of Student Character that Integrated in Lecturing Process

Entries for columns (1) to (5):

- 5: The characters of student can be role models for other students.
- 4: The character of student is already entrenched in the student.
- 3: The character of student begins to develop in students.
- 2: The character of student begins to appear in the students.
- 1: The character of student has not been seen in the student.
- 0: Character of student shows symptoms of negative attitudes.

Lecturer must fill for columns (8):

- 5: The student gets a compliments.
- 4: The student has been reasonable so that they didn't get reprimand from the lecturer.
- 3: Student gets an Oral Reprimand.
- 2: The student gets a Written Reprimand.
- 1: The student receives the lecturer's recommendation to obtain a written reprimand from the lecturer with the approval of the GXNU Dean/Rector.
- 0: The student receives a lecturer's recommendation for is gone out from Guangxi Normal University with the approval of the Dean / Rector of GXNU.

Reason of Lecturers' response:

.....

3.2. Discussion

The education of character is very necessary for anyone. Character education, can be given at school, from elementary school to college level. Character education can also be obtained through informal education at home or in the community. Thus the importance of this character value, so that every university anywhere, considers that this character education is very important to be given.

At schools in Indonesia, known as **Strengthening Character Education** which includes **religious, nationalism, autonomy, mutual cooperation, and integrity**. In UNNES there is also a rule that contains about the application of character values, that is: science for truth, academic freedom, harmony, responsibility, honesty, justice, caring, exemplary, discipline, politeness, non-discrimination, and mutual respect.

To add insight into how these character values are applied and evaluated their growth, the UNNES research team has conducted collaborative research at GXNU. The results of this study, further reinforce the need for character education given in universities, especially in UNNES. The invention of character values applied in GXNU, are: **Prosperity, Democracy, Civility, Harmony, Freedom, Justice Rule of Law, Patriotism, Integrity, and Friendship**.

The implementation of character education and its application, if not followed by a method of assessment, will be vain. [10], [11], and [12] emphasized the importance of assessment of the growing character of these students. Based on FGD results between UNNES research team and lecturers of GXNU Mathematics Education Department, UNNES research team has benefited by knowing how GXNU lecturer give evaluation to the growth of character values in the students. As well, the UNNES research team also received feedback on the follow-up of the evaluation results of this character education, whether in the form of praise, reprimand, or punishment. Students are prospective leaders of the nation in the future. If the state is led by intelligent, intelligent, and noble characters, it is certain that this country will be more advanced, corruption-free, and more triumphant.

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