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**REVITALIZING SUSTAINABLE DEVELOPMENT IN NEW ERA:
PRESPECTIVES OF SOCIAL SCIENCES**

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PREPARING COMPETITIVE AND INDONESIAN-CHARACTERED GRADUATES (An Academic Cultural Perspective)

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ABSTRACT

The character education model book in preparing competitive and Indonesian-charactered graduates is written as the guidance for the PGRI University of Yogyakarta (UPY) academic members to prepare Indonesian-charactered and –personalized competitive graduates, and to contribute thoughts for the character education in Indonesia. The writing method is conducted by identifying, collecting, developing the best practice model for developing common perception and motivating the character education development at UPY environment. The SWOT analysis shows that the strengths of UPY, among others, involve the direct implementation of character education through MPK subject and its integration into some subjects, extracurricular activities, campus culture development, and factual condition in terms of relatively-easy development of students' character. The weakness refers to less optimal process of character education. The opportunity is the wide open possibility in optimizing academic culture-based character education implementation. The threats encountered include the environmental influences, the effects of consumerism life style, communication, and information, which do not provide educating model. The SWOT analysis result turns out to be important information and feedback in developing character education implementation at UPY. The implementation is conducted by adopting comprehensive approach through MPK that is integrated in teaching learning activities, extra-curricular activities, and campus culture development. The character education development is based on the values stated in the vision, mission, goal, and motto of UPY. The key values developed in the character education at UPY is summarized in the "KARAKTERKU" acronym. The success indicator developed becomes the foundation of character education evaluation implementation with educators, administrative staffs, and students as targets. Evaluation is performed through tests and non-tests, including formative test, summative test, portfolio, questionnaires, check list, sarasehan (sharing), and angkringan demokrasi (democratic informal discussion) as the communication means of UPY university members.

Keywords: *competitive graduates, Indonesian-charactered, academic culture*

INTRODUCTION

Any social phenomena mostly taking place since our nation has entered the information era show that the people's attitude and behavior are getting away from the character and personality of Indonesia. This is indicated by the following phenomena: 1) the people's attitude and behavior which only tolerate winning, without giving room to lose. The sportive aspect becomes something being scarce and expensive in the people's current life; 2) the people's awareness of how to behave properly in the traffic matters on the road is very poor and the people only stick themselves to the principle *homo homini lupus bellum omnium contra omnes*; 3) any demand for democratization made without taking into account the democratic aspects of such demand. The demand for democratization is implemented by way of street demonstration and enforcement of will frequently followed by the anarchic actions; 4) any violence in Indonesia emerges just at the time when the

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country has come into the information era; 5) political behavior and ethics of some state officials are in conflict with the national character and personality; 6) corruption extensively occurs in every aspect of life as a nation; 7) honesty becomes something expensive in the daily life. Honesty in the campus life also fades away. Cheating becomes the integral part of the students' attitude and behavior and this condition turns out to be difficult to eradicate. For example, it is still fresh in our mind that in every moment when the National Examination program is implemented, any news about the practice of cheating among the students comes from numerous part of the country. Similar condition is also true in the academic activities of campus world in Indonesia. For example, when the mid-semester or end-semester examination is held, there are still some students practicing the dishonest act: cheating. Even, during the process of final assignment like thesis or dissertation, cheating becomes part of the process as well.

According to Furqon Hidayatullah (2010: 11) there are some factors affecting the decreased character education, including: (a) the education system disregards the development of character but indeed more focuses on the development of intellectual aspects of the students, for example the educational evaluation system more emphasizes on the cognitive/academic aspect of, for example, the National Examination; (b) social condition has been less conducive to the development of good character.

In view of any social phenomena as aforementioned, two questions then arise "is there something wrong in our national education system, since it cannot develop the character of the people?" How to implement the campus' academic culture in order to establish the strong character among the students as the potential national leaders? These both questions are properly emerged because there is any positive relationship between the educational systems with the pattern of people's behavior. The empirical experience has shown that it is not easy to find the sound solution for dealing with various social phenomena currently facing our country. It has also demonstrated that any effort to make the academic culture free from such dishonest practices as cheating and plagiarism still continues to exist.

Conceptually, there is no any complete and comprehensive definition of character education, since each definition generally only emphasizes the importance of particular aspect while disregarding any other aspect of character education. Similarly, this also applies to the approach of scientific discipline relating to the character education. It is, of course, that there is no any proper scientific approach without disregarding another scientific approach. It is consistent with the opinion of Abdullah (2010) who states that the character education is multi-dimensional and multi-discipline in nature; a comprehensive, intact, interconnected approach, therefore, is required between many disciplines of sciences rather than sectoral-partial, *ad hoc*, and atomistic approach.

According to Kevin Ryan-Karen E. Bohl (1999), the term 'character' is perceived as a matter of understanding about goodness, loving goodness and performing goodness. Understanding of goodness does not always mean a cognitive one. However, it in itself relates to the meaning of practice, something relating to the action. Therefore, a character will arise in a critical situation. It is possible to make a choice among the likely existing options and of what to do. This can happen in the critical situations. One of the measuring tools to examine a character is any action taken by a person in a critical condition. Therefore, understanding of goodness also relates to the practical meaning. The second corresponds to (good) character is being fond of goodness. This suggests a motivated action to choose

performing good thing.

Aa Gym (2006:66) proposes that a character consists of four aspects, including (1) weak, such as coward, no dare for taking a risk, lazy, easy to give up, and so forth; (2) strong, such as sturdy, tough, high power of struggle, or never giving up; (3) bad, for example tricky, selfish, greedy, arrogant, showing-off, and so on; (4) good, such as honest, trusted, humble, and so on.

According to the National Action Plan of Character Education (2010), the character education may be perceived as an education of value, moral, and personality, for a purpose of developing the students' capacity in making decision about good and bad, maintaining what is good, and seriously implementing such goodness in the daily life.

Hence, the implementation of character education is more than just teaching what is good and what is wrong. Indeed, the character education is a conscious and intentional effort to promote any good habits (*habitation*) so that the learners, including university students, can act and behave pursuant to their personality values. It means that the implementation of proper education of character must involve moral knowing, moral feeling and moral behavior, thus these will become their daily attitude and behavior.

Subanar (2010) argues that the character education is a social action, meaning it does not only relate to the individuals. The character education requires a system. It needs an example, not only knowledge and perspective. The system will deal with an operational mechanism which enables it to be realized, an organizational structure which enables the system to be implemented and the values to which it refers. Which parties are involved in the education? Viewing the education practice at the colonial era which only produced the graduates as needed by the work world and bureaucratic personnel, Ki Hajar Dewantoro implemented an education called "*wilde schollen*", a wild school oriented at creating free and civilized human. Those parties involved in this education system included families, schools and community. University became one of the parties participating in such education system, thus it was developed with an orientation to produce free, valued and civilized man.

If the system is related to the effort to promote the role of the present national education for the establishment of the people's character including that of the students, then the following needs to be considered. *Firstly*, the education and learning processes at all types and levels of education must enable the learners to be able to develop all potentials and intelligence they own, spiritual, intellectual, emotional, social and kinesthetic intelligences. *Secondly*, education and learning must take place at three environments at a time, namely family, school and community, all of which are called by Ki Hajar Dewantara as three centers of education. Such matters as faith and *taqwa* (fear of God), honesty, and good character must be built since the children are at their family life and then be developed at school and university, and the community support it. *Thirdly*, the learning paradigm at university level must be re-designed and modified from the Lecturer Centered Learning to the Student Centered Learning, since the knowledge can be accessed by way of many sources. A learning process which previously only emphasized the cognitive aspect must include the affective and psychomotor aspects as well. The use of information technology should be promoted and an empathy should always be presented in the learning process in order to reach the maximum results. *Fourthly*, the subject groups in the basic, middle and university curricula must be proportionally considered because all groups of the subjects

make significant contribution to the effort for achieving and establishing the character of Indonesian people as whole. The character education is expected to provide the university students with strong moral principles, and hence, they can understand any activities that should not be conducted in their life.

Academic culture has its own contribution to the establishment of the students' character. It comes out from the values and spirit of the university mission leading to the specifications of policy, structure, physical background, situation, relationship and system. The academic culture is a totality of life and academic activities perceived, sensed and practiced by the academic community at the university institution to realize a scientific truth and advantage, culture and civilization; enlightenment and development of the supremely cultured-national life; truth and justice, democracy, freedom and transparency, human rights, environmental and diversity preservation; practice of partnership and equality (Djoko Santosa, 2011).

The establishment of a specific and characterized university culture is important to be carried out, since it will give impact on the quality of human resources to produce. The idea of university culture is in fact originated from restlessness about the quantitative phenomena emerging in the Indonesian state-owned and private universities mostly not accompanied by the adequate academic quality. Ideally, the large number of universities should have valuable contribution to the constructive social engineering. However, such constructive social engineering of the Indonesian people has up to now been a slogan. The existence of university makes it very possible to grow, manage and establish any intellectual characteristics. A requirement for such characteristic to be created is serious effort in developing intellectual culture.

The character education can be performed by virtue of various approaches and activities carried out in an intra-curricular and extra-curricular basis. The inter-curricular activities are integrated into the subject matters, whereas the extra-curricular ones are carried out after the school hours. The strategy of the character education can be done through such acts as good example, discipline, habituation, creating conducive situation, integration and internalization (Furqon Hidayatullah, 2010: 39).

Based upon the foregoing description, it seems that in the national education system, the demand for a character-based education at the university level by implementing a conducive academic culture is very important, since the university students are the prospective national leaders in the future.

THE ACADEMIC CULTURE-BASED CHARACTER EDUCATION AT UPY

Character education at PGRI University of Yogyakarta (UPY) is principally an effort to educate the students to acquire specific habits of thinking and behaving according to the values developed at UPY and these are practiced in the daily life. Based upon the SWOT analysis of the best-practices so far, it can be concluded that:

1. There are some advantages owned by UPY in performing the character education, namely the character education has been implemented directly through some subjects that must be attended by all students of UPY such as Religion Education, Civics, Pancasila Education, *Ke-PGRI-an* (course on PGRI principles, practical implementation), and all these are integrated into the subjects like *PPL* (field practice), *KKN* (internship), and Thesis-Writing Guidance; The character education has been implemented in various extra-curricular

activities of all study programs, including Campus Scouts, Youth Red Cross, *Menwa* (Student Regiment), *Mapala* (Student Association for Environmental and Adventure Activity), Scientific Group, *Young Entrepreneur Community* (YEC), *Warung Kejujuran* (Self-service Stall for Cultivating Honesty). The character education has been implemented in any forms of activities/methods through the development of campus culture. The factual condition of the background of the UPY's students makes it relatively easy to educate and develop their characters.

2. The shortcomings perceived include not all subjects containing the character education have practiced the development of character education in their lecture activities, since mostly such subjects pay more emphasis on the cognitive aspect and less on contextual aspect, tend to be theoretical in nature, pay less attention on the activities of establishing Indonesian personality and character; Not all study programs at PGRI University of Yogyakarta have extra-curricular activities directing to the establishment of Indonesian personality and character; The establishment and development of the students' character implemented through the campus culture have not been maximized. The slogan as campaigned has not been properly implemented in the campus atmosphere.
3. The prospect is that PGRI University of Yogyakarta still has the chance to develop the students' character by optimizing the learning of those subjects through the creation of a model of character education in line with the character of the UPY's students, optimizing the extra-curricular activities in various activities of the students of all study programs, optimizing the campus culture that provides room for the development of the student's character by conditioning a conducive climate to the *civitas academica* (campus members).
4. The threat faced by UPY in the development of character education includes the current environment condition has great effect on the life style development: *hedonism*, consumerism, materialistic and short-cut. The progress of information and communication technology contributes to the growth of individualistic and violent cultures, reducing the spirit of *gotong royong* (mutual assistance), disregarding mutual deliberation for consensus as the characteristic culture of Indonesia. The leaders and national figures behave and act in a way in conflict with the national character.

The results of SWOT analysis as aforementioned become important information and feedback to remedy the practice of character education at UPY. Such character education is implemented using comprehensive approach by all components at UPY, covering top management, lecturers, education personnel, administrative staffs and students, and even the alumni.

The development of character education at UPY starts from the values as stated in the vision, mission, objectives and motto. The major values developed are summarized in an acronym: "**KARAKTERKU**" standing for:

Keimananan dan Ketaqwaan (Faith and God-fearing); Amanah atau Kejujuran (Trusteeship or Honest); Rasa Nasionalisme dan Patriotisme (Nationalism and Patriotism); Akademikus atau Cerdas dan Kompetitif (Academicus or Smart and Competitive); Kemanusiaan atau Humanisme (Humanism/); Terbuka dan Adil (Transparency and Fairness); Empati dan Tangguh (Empathy and Sturdy); Rukun (Harmony or mutual deliberation for problem solving); Kebhinnekaan dalam Persatuan (Diversity in Unity); Universitas PGRI Yogyakarta (University of PGRI Yogyakarta).

KARAKTERKU is included in the amendment of the Master Plan of UPY's Development and in any policies that can be implemented directly in the subjects of Personality Development such as Religion Education, *Pancasila* Education, Civics, Basic Natural Science, Basic Culture Science/Basic Social Science and *Ke-PGRI-an*. Its implementation is included in the Syllabus, SAP (Lesson Plan) and learning process. The character education through its integration into each subject is carried out by developing the indicators and objectives of learning that it does not only focus on the discipline but also including the character education to be performed by the students. The development of indicators and objectives in the syllabus and *Satuan Acara Perkuliahan (SAP)* must cover the fields as (1) cognitive, including process and product, (2) affection, including life aptitude and social skills, (3) psychomotor, including performance. The use of *Student Centered Learning* approach in the lecture process at UPY is a manifestation of the development strategy of character education by its integration into the subjects. Therefore, lecturers play very important role in managing the character in the learning process in the classroom, then this strategy must be preceded by socialization to the lecturers followed by any support policies from the Rector and Deans at UPY.

The students' character development through the extra-curricular activities is accommodated in several student organizations both at university, faculty and study program levels, including: *Dewan Perwakilan Mahasiswa Universitas (DPM-U)*/ University-based Student Representatives Council, *Badan Eksekutif Mahasiswa Universitas (BEM—U)*/ University-based Student Executive Board, *Dewan Perwakilan Mahasiswa Fakultas (DPM-F)*/ Faculty-based Student Representatives Council, *Badan Eksekutif Mahasiswa Fakultas (BEM-F)*/ Faculty-based Student Executive Board, *Himpunan Mahasiswa Program Studi (HMP)*/ Study Program-based Student Association, *Unit Kegiatan Mahasiswa Universitas (UKM-U)*/ University-Based Student Activity Unit and *Unit Kegiatan Mahasiswa Fakultas (UKM-F)*/ Faculty based-Student Activity Unit. The forms of character education through extra-curricular activities already implemented including (1) *Kursus Mahir Dasar (KMD)* Scout-Basic Skill Course. *Kepramukaan/Scouting*, (2) *Outbond*, (3) *Resimen Mahasiswa (Menwa)*, (4) *Mahasiswa Pecinta Alam (Mapala)*, (5) *Komunitas Mahasiswa Islam (KOMI)*/ Islamic Student Community, and (6) *Komunitas Mahasiswa Kristiani (KMK)*/ Christian Student Community. However, the implementation of such character education has not been maximized, therefore it requires to be improved. The improvement of character education through the extra-curricular activities existing in each study program must be attended by all students.

Systematically, the students constitute part of and are influenced by the campus culture as a whole, both at physical environment and psychological environment. The campus culture becomes important factor in establishing the students to become faithful, honest, sturdy, polite, friendly, and opened and empathy human. What the students see and perceive about the campus environment will affect how they will acquire self-concept and the capability to work in an effective way. For example: the courteous campus environment will enable the students to be well-behaved also, such as speaking with well-ordered and humble words, going to campus in well-dressed manner, coming to campus on time. These will affect the students' personality development in the ways they will behave, act and communicate.

The campus culture is defined as the quality life of a campus growing and developing based on particular values strongly practiced by a campus. The quality of campus culture is

reflected in how the interaction between the leaders, lecturers, students and employees is established in the work and learning activities. A conducive campus culture will appear in the organizational structure, work system and procedures, policies, rules, and order, and in the physical appearance also growing and developing based on the character values.

The effectiveness of character education for preparing the graduates of UPY being Indonesian-charactered and high-competitiveness can be seen from the following indicators:

Table 1. Development of the Character Education Values and Indicators of Success

Development of Character Education Values	Indicators of Success
Keimananan dan Ketaqwaan (Faithfulness) Amanah atau Kejujuran (Honesty) Rasa Nasionalisme dan Patriotisme (Sense of Nationalism and Patriotism) Akademikus atau Cerdas dan Kompetitif (Smart and Competitive) Kemanusiaan atau Humanisme (Humanism) Terbuka dan Adil (Openness and Fairness) Empati dan Tangguh (Empathy and Sturdy) Rukun atau musyawarah dalam menyelesaikan masalah (Harmony or Mutual Deliberation for Problem Solving) Kebhinnekaan dalam Persatuan (Diversity in Unity) Universitas PGRI Yogyakarta (PGRI University of Yogyakarta)	<ol style="list-style-type: none"> The successful character education by virtue of curriculum integration <ol style="list-style-type: none"> Availability of the manual on character quality at UPY, including development of learning tools such as syllabus, SAP, teaching materials, development of evaluation instruments, campus ethics. All learning tools have contained the values of character education. Completeness of policy tools supporting the curriculum achievement The success of character education through learning integration <ol style="list-style-type: none"> Learning process has adopted the character values Lecturers have practiced the character values in the learning process The students have practices the values of character education The success of character education through the development of campus culture <ol style="list-style-type: none"> Availability of the manual on how to behave (pocket book) containing the campus ethics for <i>civitas academica</i>. Developing guidance on giving <i>reward and punishment</i> for the lecturers and students at academic area. No cheating is found during the written test. The test is implemented according to the prevailing rules and order. Establishment of critical and analytic academic behavior based on the ideas and self-findings among the lecturers and students. In preparing the academic works, the students and lecturers must attach the sources of ideas, expert or any other party's opinions they adapt and such sources must be included in the bibliography. Increased academic behavior among the lecturers and students, as shown by higher participation in responding the offer of the contribution for research and community services from the government and external agencies. Increasing academic atmosphere, as shown by the improved amount of academic groups and discussion groups among the students and academic discussion group among the lecturers. Increased total students graduating on time Implementation of the campus cultures 10 S and 5 C (greetings, smile, polite, well-behaved, sympathy, enthusiasm, patient, friendly, brotherhood, and capable, adept, joyful, careful, quick) The success of character building through extra-curricular activities <ol style="list-style-type: none"> Manual on the character education-based student activities in accordance with the character values developed at UPY.

	<ul style="list-style-type: none"> b. Increased students' participation in extra-curricular activities. c. Increased students' understanding on the character values attending extra-curricular activities. d. No violent that the students conduct in settling any conflict. e. No complaint from the students against the lecture process f. No cheating occurrence during the test. g. Availability of manual on granting <i>reward</i> and <i>punishment</i> for the lecturers and students in academic field.
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The implementation of character education at UPY is as follows.

1. By Learning

- a. Reorientation lectures on Religion Education, *Pancasila* Education, Civics, Basic Nature Science and Basic Social Science and *Ke- PGRI-an*. This reorientation is aimed to reinforce the subjects for personality development by the inclusion of the character values as developed by UPY.
- b. Developing similar perception on character education through workshop activity. The purpose is to equalize the understanding about character education carried out at UPY. The workshop involves the expert in character education as source person.
- c. Carrying out workshop about the preparation of the character education based-learning tools.
- d. Conducting learning process by integrating the character values into all subjects. This is conducted by applying the student center learning approach.
- e. Providing guidance of the academic (scientific) work composing by the lecturer in line with the principles and ethics in composing scientific works.
- f. Performing control on examination (test) implementation according to the prevailing rules and orders.
- g. Developing a guidance on *reward* and *punishment* for the academic activities conducted by the lecturers and students.
- h. Completing quality document as guidance on the implementation of character education in academic field.

2. Implementation of Character Education through Extra-Curricular Activities

- a. Development of policies on character education through extra-curricular activities by Rector and Deans.
- b. Preparation of guidance on the character education based-student activities in accordance with the character values developed at UPY.
- c. Socialization on character education and character values developed at UPY to the students by using manual book.
- d. Implementation of character education through extra-curricular activities.
- e. Supplementation of Quality document with a guidance on the implementation of character education in extra-curricular activities.

3. Implementation of Character Education through Campus Culture

- a. Performing socialization on character education by developing and installing poster and banner at UPY area.
- b. Organizing workshop on the policies supporting the establishment of student's character through campus culture.
- c. Developing guidance related-pocket book on the conduct and behavior according to the character values developed at UPY.

- d. Developing campus culture conducive to the spirit of creativity of the students and operators of Student Activity Unit.
- e. Supplementing quality document with the guidance on the implementation of character education through the promotion of campus culture.

To identify effective achievement of character education, it is necessary to evaluate the learning process, extracurricular and the development of campus culture. Evaluation relating to the character values has been carried out at UPY, though it is still done separately both technically and strategically. Evaluation of the lecturer's performance is carried out by Quality Control Unit/*Badan Penjaminan Mutu (BPM)* at the end of each semester, evaluation of the lecturer's learning documents is performed by a team at the related study program, and evaluation of the extra-curricular activities is conducted by a department for student affairs. Concerning campus culture, the evaluation is performed collectively by organizing seminar, democracy *angkringan* as performed hitherto.

Finding out the successful implementation of character education, it should be commenced by the lecturer and student who should understand the meaning of character itself, by acquiring an attitude toward the character values, having interest in the personality development, and having self-concept. Starting from the values as affirmed in the vision, mission, goal, and motto of UPY, then the evaluation aspects of the character education is based on the values as developed in the character education.

The target of evaluation of character education at UPY is the entire *civitas academica* relating to their commitment in implementing the character values as contained in the vision, mission and goal of UPY and as implemented in the UPY's slogan as a gate for future competition. In detail, the targets of implementation and evaluation are lecturers, students, alumni, and administrative staff.

The evaluation instrument used in the character education can be a test and non-test. Test is a series of standard questions that must be answered (Mehrens and Lehman, 1984). According to Cangelosi (1995) test is a planned measurement used by the lecturer in an attempt to produce opportunity and show the student achievement relating to the objectives as defined. The points of a test are (a) containing an assignment and a series of assignment or orders; (b) test for the test participants (a person or more); (c) a game of attitude is performed between the participants with something standard or with the attitude of other participants. A test technique developed in the evaluation instrument of character education is multiple-choice test useful to reveal the knowledge about the values followed by the lecturers and students. The non-test techniques can be in form of graded scale, attitude scale, checklist, anecdotal record, self-report, observation, interview, and portfolio. Another kind of non-test technique is the portfolio-based evaluation. The portfolio evaluation is based on set of tasks provided by the lecturer to the students in line with the learning objective. The portfolio evaluation in the character education at UPY is intended to reveal the quality of learning documents prepared by the lecturer and the students' achievement. The documents developed by the lecturers include syllabus, SAP, materials, media, and evaluation. The documents of the student's task results scientific (academic) works and/or other works in form of software and hardware.

CONCLUSION

Referring to the vision, mission, goals, and motto of the PGRI University of Yogyakarta as described above, it can be said that the character education has in principally been an

integral part of the management of high education at this university. This material on Preparing Competitive and Indonesian-Charactered Graduates is written in an intention that the graduates produced are ready to compete and vie with the graduates from other universities, having global and general concept, but still having the Indonesian character and personality. Therefore, every graduate of the UPY is expected to be highly competitive and ready to compete in this competitive era but still has the character in accordance with the values of Indonesia philosophy, i.e. *Pancasila*.

To create such graduates, then various activities have been carried out in an atmosphere facilitating character education to accompany the learning process during their study at university. Such activities emphasize that the character education: (a) is performed through the enforcement of the subjects for the establishment of personality and integrated into all subjects of learning existing in the related study program; (b) is carried out by virtue of extra-curricular activities through both the student organizations and each student activity; and (c) holistically, character education is conducted through the Javanese culture based-campus culture particularly the Yogyakarta's culture pursuant to the philosophical values of national personality, namely *Pancasila*.

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