BUILDING THE STUDENT CHARACTER THROUGH THE ACADEMIC SERVICE

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Abstract

A character education is an education which not only transferring knowledge, but also building the character and behavior of the students. This kind of education has a plus point for the students because it involves many aspects such as cognitive, affective, and psychometric skills of the students. Nowadays, this house concerns of this case by attempting to improve the quality of education in Indonesia. All of these efforts are due to create the generation who has a good character and behavior. As carried out by the academic service center in many universities in Indonesia, they try it by describing clear duties for academic supervisors. Clear duties for every AS help him or her in supervising the students' study. The involvement of the AS ends with a graduation of the students. The interaction between the AS and the students is flexible, as an effort to improve the effectiveness of the academic bureaucracy system. The aim of this article is to give a view and also provide a solution for the educational executors in solving the problems related to the educational policy.

Keywords: *Character Building, Student, Academic Service*.

Introduction

A character building is one of the aims of national education. As stated in the first section of educational statute, one of the aims of national education is to build the potency of the students in order to have high intelligence, and good character and behavior. The role of education in this statute does not only create an intelligence generation but also a good character one. The generation brings out an authentic cultural and religious value.

In fact, there are many educational institutions which have a priority only on some particular subject competences. The other problem faced here is a lack of communication between the AS and the students. The intensity of the relation diminishes by replacing the role of real teacher to the computer based teaching. Amien (1995) states that in order to create competent graduates, an AS is demanded to (a) aware of academic staff duties as a facilitator in teaching learning process, (b) give a willingness to focus on excellence, and (c) give counseling and guidance to the students. The ASs have to show their willingness, sincerity and dedication to the education.

The problems related to the AS are caused by unclear description duty of them. The first example problem is there are many ASs who have not been officially pointed by the high official. This problem creates an anxiety and hesitation felt by the students who are

supervised by them. The second problem is related to the irresponsible ASs who have not been aware about their real duty as the guidance and counseling teacher for the students. These ASs only play their role for administrative necessity such as when the students deal with their semester credits. Besides the administrative necessity, the AS has many other roles. As stated in academic rule in many educational institutions, the duties of the AS are (a) create the scientific figure students who are free to expand their field and skills, (b) at the beginning of every semester, the students are helped by the AS in managing the upcoming credits they have to take, (c) During the semester, the AS has a duty to monitor and guide the students. The monitoring and guiding are needed to help students facing the academic and non-academic problems, (e) while at the end of the semester, the AS has an authority to decide whether the students may or may not take a final examination.

Based on the problems above, it is necessary to find the solutions regarding the character building for the students. Starts from giving a good service from the academic service center, it is hoped to be able to support students' success.

Theoretical Review and Discussion

Competency Based Learning.

A competency is a solving problems capability that is found in every person. It can be seen in how a person finds the best solution for their own problems. On the other word, the competency of a person encourages him/ her to be a wish man in deciding the best decision by using an effective way. In line with this statement, Spencer Jr. (1993) defines a competency as underlying characteristics of an individual that is actually related to criterion-referenced effective and/or superior performance in a job or situation. Moreover, Puskur (2001) explains that a competency is an individual character that appears in their performance. Hence, the competency in this study is an individual ability that is shown in her/ his knowledge, skill, and intellectual views.

Regarding to this study, there are four characteristic of competency. They are 1) personal 2) not compartmentalized in particular components 3) continuous 4) applicable and contextual.

The first is personal. Competency is personal and unique. Developing pattern of competency is unique because it is various based on the personal learning experiences. The individual interest, tendency, ability, learning speed and style, and the problems faced by them affect the individual competency. Hence, the competency-based educator attempts to develop every student's potency.

The second is unrestricted learning method. The competences are developed without limited by subject, time, learning styles, age, genre or profession. It means that education services are unlimited by those factors. It is because learning can be held in anywhere, in anytime and for anyone.

The third is continuity. The competences develop continuously in a human whole life. A child reaches their maturity by learning his/ her previous experiences. Education motivates children be a long life learners.

The fourth is continuum and accumulative. Competences concern academic and non-academic factors. Both factors cannot be separated. An academic skill of a person can be reflected in his/ her behavior or attitude. The accumulation in this case defines as the competences which are continuations of the previous process. It means that the education has to give a real and complete learning experience based on the individual characteristic. This potency involves generic life skills and specific life skills.

The fifth is applicative and contextual. Competency naturally is a crystallization of learning experiences, so that each learning experience affects the individual adaptation and anticipation skills. It gives an individual transferrable skill to solve his/ her problems.

Based on those characteristics, an education or learning based competences can be defined as an effort to equip a program and to give maximum services for every student. On the other word, the learning services must support every student in their own proficiency.

Personal Proficiency and Individual Characteristic.

Every human was born intelligent. There is no exception at all. A child who has mental defect actually has intelligence. For detecting his/ her intelligence, we cannot see from the academic aspect only, but others. God will not something useless. A book titled "Membangkitkan Kejeniusan di dalam Kelas" by Thomas Amstrong argues that sometimes we are trapped by our limited thought in understanding such case. When we are in teaching learning process, such belief will affect how we treat our students. We will make some blocks, and divides particular students into particular groups. And this kind of treatment will affect students' developing area.

The Amstrong idea realized us about how we thought before, we denied God's will. We blocked particular students and thought that the intelligences were owned only by what we call "smart people". In fact, the unlucky people are more than "the smart ones". For example in 30 students in a class, the students whom we called "smart students" are only 10%. They are the ten best students. While the others, 70% of the students, we usually call

them "the stupid". The smarts always receive best services while the stupids don't. Other stupids come from a group of students who got bad mark in Science or Math. Although this kind of students one day got a high score in other study, example Art, they would not be appreciated, in contrast, they will be judged as cheats. While if the "smart students" who always got best mark in Math or Science got a low score in art, they would be stimulated to get a higher mark. And finally, the smarts always be the winner. The intelligences are only owned by some people. Brilliant! It can be categorized as a character murder and structural systematic stupidity. If we are aware of those cases, there will be no discrimination in teaching and learning process.

We were born equipped by our own unique potency given by God. It means naturally a human is a champion itself in their special proficiency. A selection system using a particular scare is used by human being to measure an individual ability. It produces a smart students group and a stupid students group. We are trapped by a thought which states that IQ is more important than other intelligences. If it keeps happening, there will be larger effect caused by it. There will be no less than 70% students lose their opportunities to be professionals in their field.

Surely, we have duty to promote 30% students who have academic proficiencies but not only those, we also have to promote the other 70% students based on their uniqueness. Therefore a now mechanism and strategy is needed to make teacher easier in finding individual uniqueness.

Creating learning atmosphere using proportional promotion will be one of the examples. The enthusiasm of autonomy and decentralization in managing the educational systems supports the development of democratic education.

Regarding to this problem, the superiority of a school in service system is not merely in choosing "raw input". Ideally, the education system does not matter about the input quality. The students with any condition must be superior to be served based on their potencies. By detecting the weaknesses of students, we also find their strength at the same time. There must be strength. Our duty is solving their weaknesses and promoting their proficiencies.

In Thomas theory, there are 12 characteristics of human intelligences: curiosity, humor, imagination, creativity, amazement, wisdom, vitality, flexibility and joy. According to him, a genius creates a joy for others. In Greek, "*genius*" means *to cause to be born; to sire a child; to be*. These words are related to the word "*happen*". Historically, the word "genius" has many variations in its usage. The ancient Romans use the word "genius" for the spirit

keeper who protects them in their whole life. In Middle East, the word "genius" is a symbol of individual uniqueness. God gives the uniqueness of everybody without any duplication.

Naturally, every individual is a winner. A person is called as a genius if he/ she is able to find their own characteristic. So that he/ she will be an expert. The learning process in the school is an attempt to help the students finding and developing their uniqueness. Every human has valuable things for his/ her life. If multiple intelligences are similar to the rainbow of the learning that means a genius is a golden jar at the end of the rainbow. The learning process in the class aims to help students find their golden jar, so their life will be brighten. A genius will be obtained in a joyful learning.

Curriculum as a Teacher Learning Aid

A curriculum or Competency Based Curriculum has been designed to aid the learning process. Using curriculum, we can plan and reconstruct our teaching and learning activities easier and make it fun for students. On the other word, the learning atmosphere which is more joyful gives a mean for the students. In this case, the curriculum defined as a vehicle to reach the objective which is developing students' potencies. As a vehicle, the curriculum does not standardized particular procedure or learning process. It is because it will create discrimination for the students. A standard procedure or process gives many advantages for only the "smart" students.

In order to give a freedom for the teacher and not exploit the students, it is necessary to know the situation and the condition where it is implemented. In curriculum, any situation or condition is important. The curriculum accommodates any uniqueness, any individual potency or any situation and condition around the students. It is called "curriculum for life".

Curriculum for life is a curriculum designed for optimizing an individual potency development. In this case, a curriculum is placed as a mind mapping , program, tools or a vehicle to reach the expected aims. The achieved learning output can be seen as a dynamic product which supports the strength and motivation improvement to develop students' skill. In order to prepare the students in facing any condition, the learning process aims to give services for all students in maximizing their potencies.

Learning Experiences

The last objective is a measurement for the learning success. The learning success depends on the students' behavior change. Learning is not only a matter of knowing but also implicating the knowledge in the real life, creating students' identity, and creating a

harmonious life. Because of those reasons, learning must be constructive. It is based on the idea that every student must be autonomous. The education role is to motivate them recognizing their potency as early as possible and give the suitable services to support it.

Competency formula as a guideline in a curriculum must direct toward the character building, performances and be a good measurement for three skills. They are cognitive, psychometric, and affective. The unity of those three skills are completed each other's.

Competency achievement can be described as diagram below.
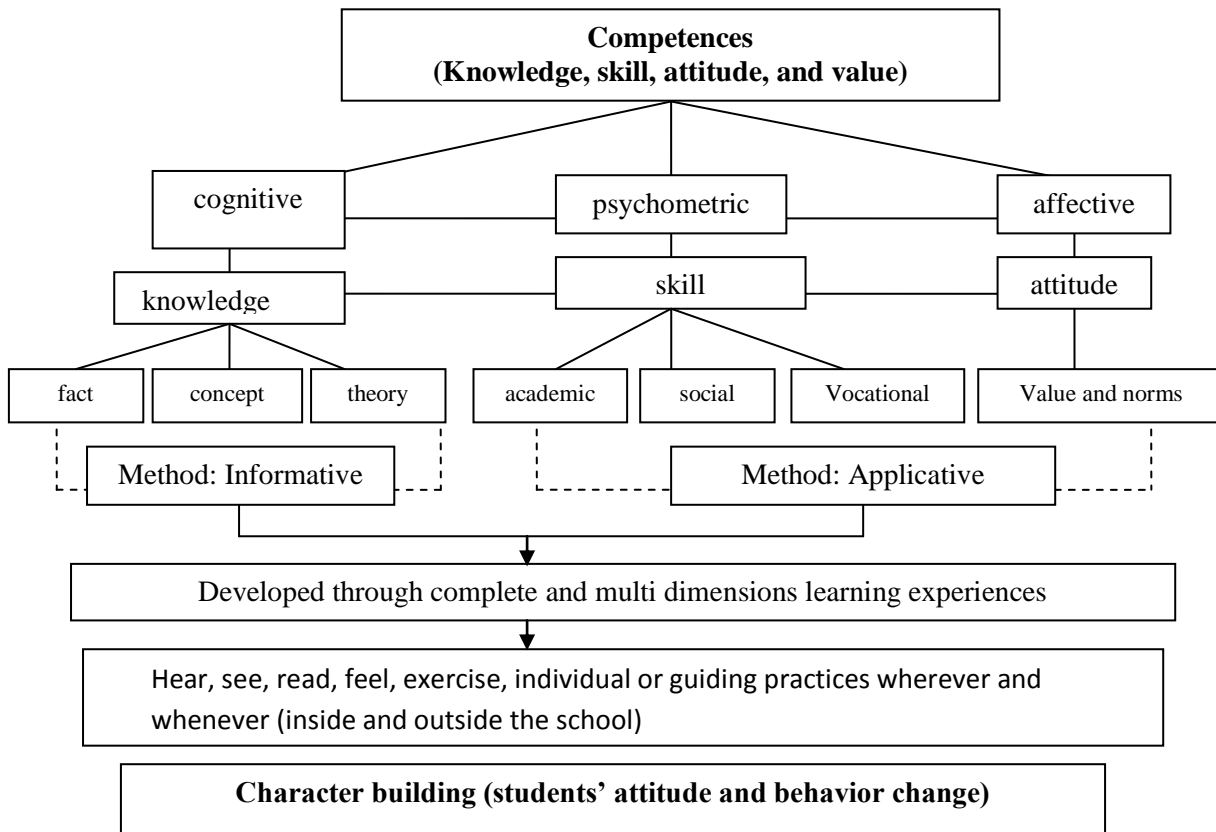
Notes:

Cognitive skills can be developed by the knowledge which includes facts, concepts, and theory. Its development is informative. It can be heard, seen, and felt. Psychometric skills can be implicated and reflected using our knowledge. It aims to explore and develop individual potency. The affective skills can be developed by practicing the students to use their knowledge in real life. These practices based on their own norms and values.

Hence, the effective learning process is a matter of giving learning experiences to the students. This process is based on the continuous development so that the learning stages are determined by the individual progress. What being taught today is a continuity of a previous achievement. It means that the learning process has an objective to give a response in every

learning result based on the evaluation. Therefore, the portfolio becomes a main reference in serving individual students.
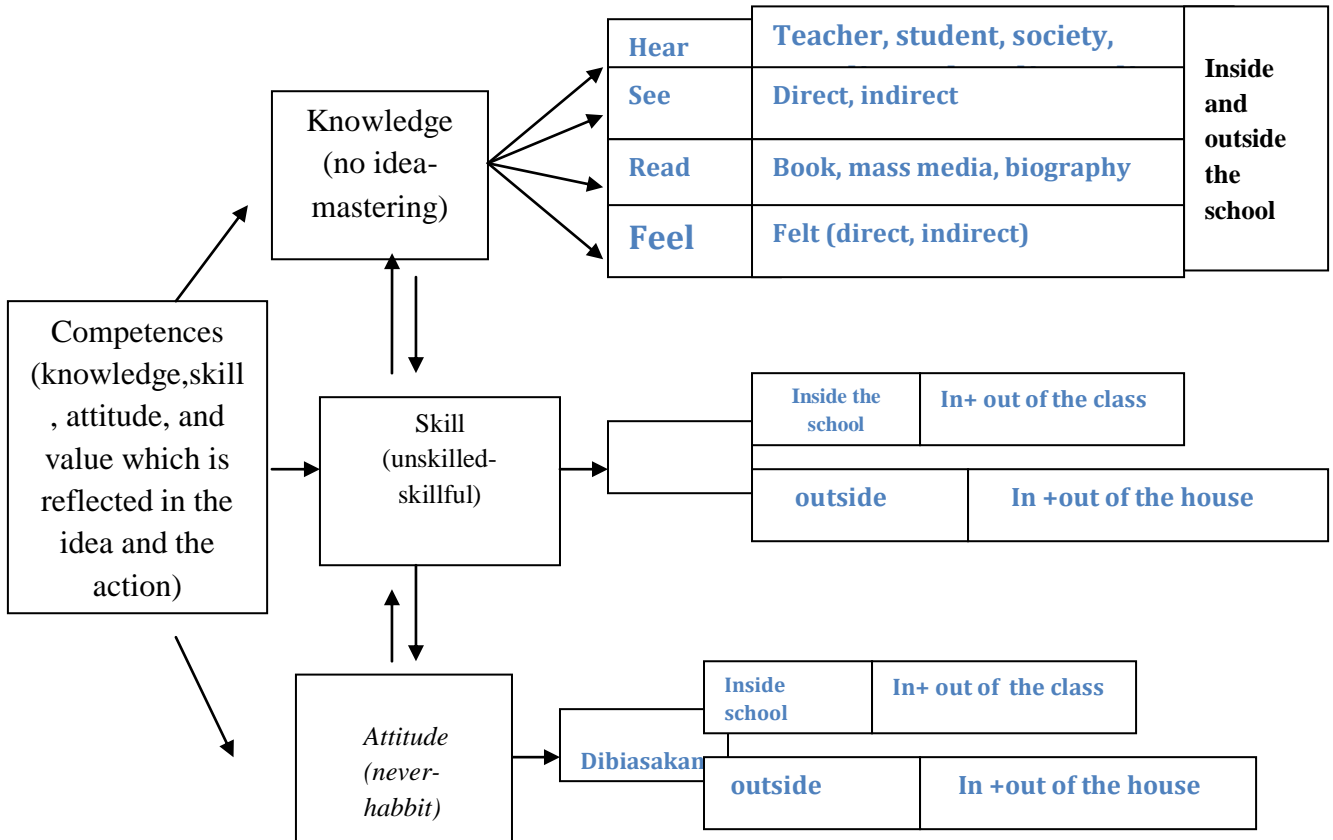
Learning Design

In line with the education objectives, the learning design aims to give a complete learning experience. In a study of "The relative effectiveness of the primary sense" it states that:

We learn :	*And people generally remember*
1.0 % through taste	10% of what they read
1.5% through touch	20% of what they hear
3.5% through smell	30% of what they see
11.0% through hearing	50% of what they see and hear
83.0% through sight	70% of what they say as they talk
	90% of what they say as they do a thing

It shows that the length of the teacher speech time affect only 20% of the students' character building. From the data, the students will develop their competences up to 80% if they are given a chance to learn based on their own ways. A face to face meeting/ direct meeting and the teacher actually are not the main sources of learning. The main roles of the teacher are: 1) giving new materials that cannot be acquired by the students' independently 2) giving a confirmation of wrong concepts 3) helping students to solve their problems 4) developing students' motivation to develop individual competency.

Teachers need to condition the teaching learning process. The method is by inserting affective skill in the assessment. For example, in learning a social science, in order to arouse students' empathy, we have to ask them imagine the real condition of particular event. Then they have to write it on pepper.
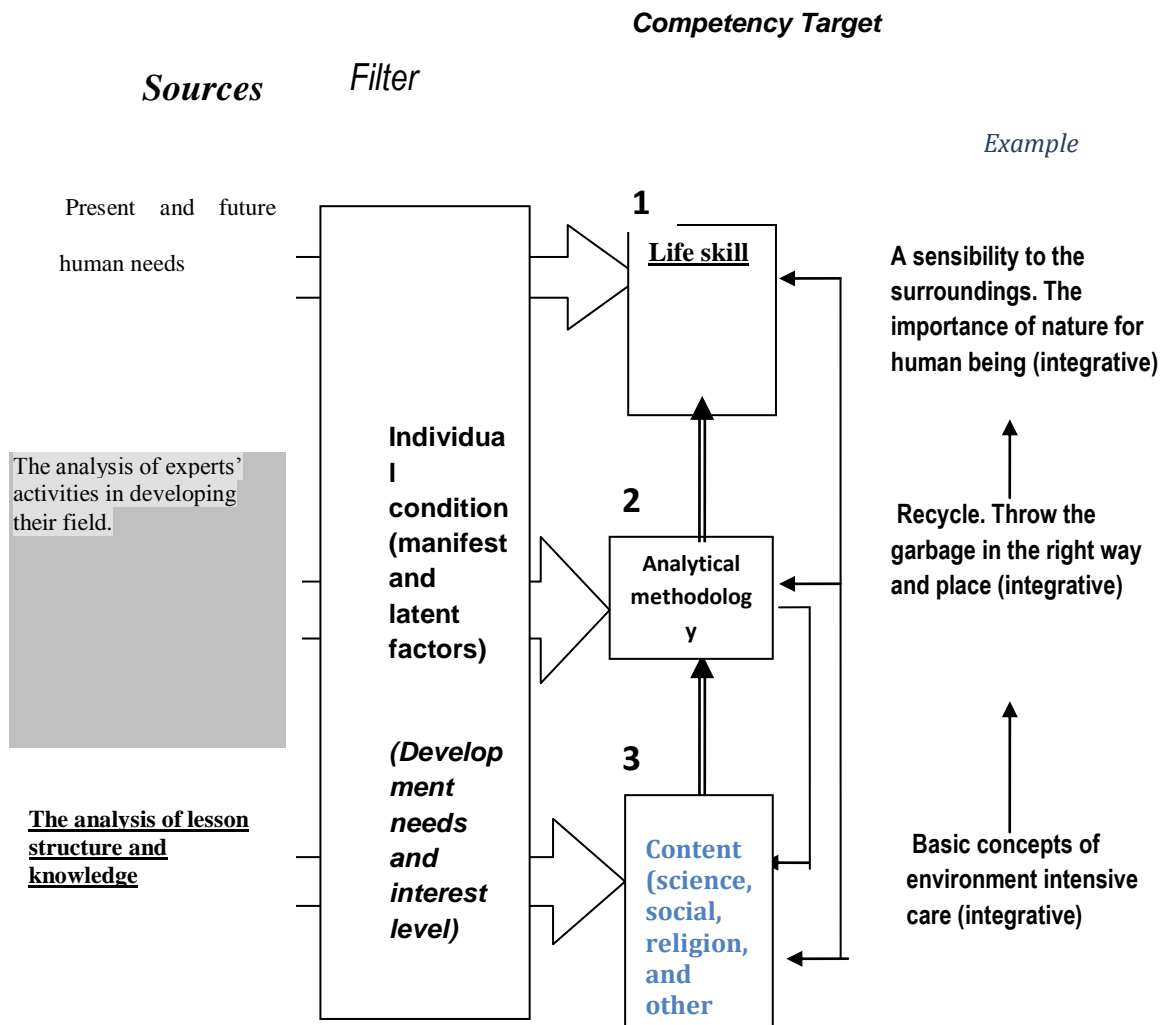
Learning design can be described as diagram below.

	Hear	Teacher, student, society,	Inside and outside the school
Knowledge (no idea-mastering)	See	Direct, indirect	
	Read	Book, mass media, biography	
	Feel	Felt (direct, indirect)	

Competences (knowledge, skill, attitude, and value which is reflected in the idea and the action)

Skill (unskilled-skillful)	Inside the school	In+ out of the class
	outside	In +out of the house

Attitude (never-habbit)	Dibiasakan	Inside school	In+ out of the class
		outside	In +out of the house

In planning a learning design, we cannot separate the learning process inside the school and out of the school, in their real life learning. Or between learning proces in home and in the society is a unity. And so does the relationship between inside and outside school activities which are integrated. What students learn outside the school can be a main point in supporting the development of students' skill inside the school. For example, a variety of students' games actually have a consistent unsure. They are similar in the role of the game and in teaching how to be a discipline person. It is in line with the developing competences which is unlimited in time, space, and method. The challenge now is how to build a parallel learning atmosphere which connects both worlds (inside and outside the school).

Learning Design

In designing learning model as above, life competences development can be used as follow.

Competency Target

Sources *Filter*

Example

Present and future human needs

The analysis of experts' activities in developing their field.

The analysis of lesson structure and knowledge

Individual condition (manifest and latent factors)

(Development needs and interest level)

1

Life skill

A sensibility to the surroundings. The importance of nature for human being (integrative)

2

Analytical methodology

Recycle. Throw the garbage in the right way and place (integrative)

3

Content (science, social, religion, and other

Basic concepts of environment intensive care (integrative)

Notes: Life skill is the main aim of every lesson. It contains three skills which are cognitive, affective and psychometric. Life skill education has three objectives 1) mastering the basic knowledge. The basic knowledge is built based on the essential materials. The essential materials are integrated from the body of knowledge. It is general, so that it can be used or connected to other studies (transferable). 2) The second, mastering the life skill method/ process. This skill is generic ability which is a requirement for every student in all grades. It helps students to have the adapt ability and cope ability in learning how to learn. Using these dimensions, the students are expected to be motivated to practice their knowledge in real life. Both dimensions are not obtained in discrete or in well order but simultaneously. It is because the first dimension cannot be obtained if they only memorize a material without inquire it

using the second method. 3) The third is applying the life skill concept and process in daily life, so that the learning process uses contextual based. In short, the students accustomed to have the skill behavior. It means there is no distance between the knowledge and daily activities.

School Management and Atmosphere.

The effectiveness of teaching and learning process requires school autonomy. Schools have to organize and build the teaching learning atmosphere in order to accommodate students. In relation with this matter, schools considered as a social unity which have many uniqueness. It means a school is different from other schools. Every school has its own social and cultural atmosphere. On the other word, the school management in every school may be different and that is what *PMBS* expects.
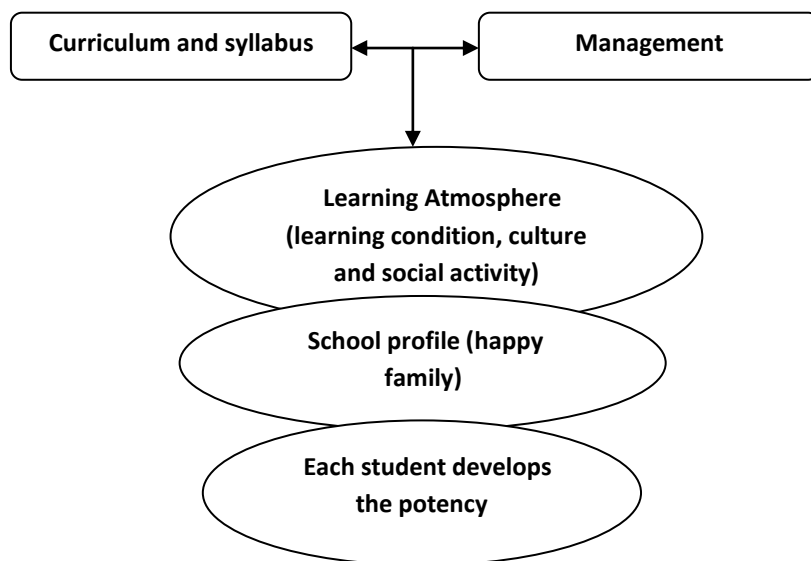
Education and cultural ministry applies the policy in improving school based standard quality. The foundations of this policy are: 1) By given the larger autonomy for every school, the school must be more creative in improving school quality. 2) Flexibility. By given larger flexibility in managing their resources, the school must be more flexible in arranging and taking the advantages of the resources optimally. These efforts are used to improve school quality. 3) the schools are easier to understand their strengths, weaknesses, chances and the threats. Therefore thy can optimally use the resources to make the school better. 4) the schools are also easier to understand their needs, especially educational input which will be developed and used in educational process. 5) The decision making which is held by the school is made for students' need. It is because the school is the one who knows the best. 6) The use of educational resources is more effective and efficient if it is controlled by the surrounding society. 7) The involvement of the school community and the society in making a decision can create a high transparency and democracy. 8) The school must be responsible of the educational quality to the government, the students' parents and the society themselves. Therefore the school must maximally reach the educational quality target. 9) The school is able to compete against other schools to improve their quality. It needs innovative way supported by the students' parents, society and the government. 10) The school is able to respond the society aspirations which are quickly change (National Educational Department, 2003).

The decision making as above is based on the empirical evidence about how weak the school centralistic management today. It can be clearly seen in the district autonomy policy the expected changes of this policy are stated in the table below.

Previous design	New design
Sub-ordination	Autonomy
Centralized decision making	Participative decision making
Not flexible	Flexible
Bureaucratic approach	Professional approach
Centralistic	Decentralist
controlled	Self-motivation
Over regulation	Deregulation
Control	Influence
Guide	Facilitate
Avoid the risk	Risk management
Spending all of the money	Eficient
Depends on the individual intelligence	Team work
Closed information	Shared information
Hierarchy organization delegation	Horizontal organization productivity.

School Culture

Regarding the learning effectiveness, school based quality improvement policy requires the school culture development which is suitable for its own character. Thus, the chance of each student to develop his/ her potency will be bigger if there is a conducive and humanistic atmosphere in the school. The relationship between learning and the school management is shown in the diagram below.

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┌─────────────────────────┐          ┌─────────────────────────┐
│  Curriculum and syllabus │◄────────►│       Management        │
└─────────────────────────┘     │    └─────────────────────────┘
                                │
                                ▼
                  ╭──────────────────────────────╮
                 (   Learning Atmosphere          )
                (   (learning condition, culture    )
                 (   and social activity)          )
                  ╰──────────────────────────────╯
                    ╭────────────────────────╮
                   (   School profile (happy    )
                    (        family)           )
                     ╰──────────────────────╯
                      ╭──────────────────────╮
                     (  Each student develops   )
                      (     the potency         )
                       ╰────────────────────╯
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Curriculum provides many alternatives for every student to develop his/ her potency to become an expert in the field. Therefore, Students are easier to choose their own life roles. Learning will be effectives if it is supported by a good management which accommodates their uniqueness. The atmosphere must be humanistic, full of creativity and contextual so the school will be a good institute which interacts with the surrounding. It is in line with the school role as the reformer agent. The larger effect caused is all school are able to create high quality people and the developed society.

Conclusion and Suggestion

Conclusion

Regarding to the student character building, it is necessary for academic officers consider about the policy on improving school quality that requires the implementation of school atmosphere. There are four characteristics that must be applied in the school atmosphere. 1) Personal, 2) Unrestricted, 3) Continuity, 4) applicative and contextual.

In order to create an ideal academic society, it is required a) a healthy, harmonious relationship among society, b) a healthy and harmonious relationship between academic norms and society norms, c) the understanding of academic society (students, teachers, educators, and staff) about their own roles comprehensively.

Suggestion

Academic counseling is not merely assigning the semester credits, but also considering about discussing the learning experiences and individual characteristic that can

build the motivation and the interest of students to keep learning. Moreover, academic administrators also have a duty to help the students finishing their study faster. Today, the supervisors are helped by the internet access in accessing the information in their busy day. The interaction between the supervisor and the student can be managed together anytime.\

The academic counseling must be reported to the dean of each faculty together with the suggestions related to the students. Reformulation in the function and the role of the supervisor is needed. It will be done in stages, from the narrow area such as the relationship management between the lecturers and the students, to the wider such as the relationship management in particular department, faculty and university level.

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