



Lecturer Integrity Profile in Character Education at Universities

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Abstract

Lecturer integrity is very important in university education because it has a major impact on the quality of learning and the reputation of the university. The focus of this research is: (1) What is the integrity profile of lecturers at universities? (2) What are the obstacles encountered in implementing lecturer integrity for character education at universities, (3) What is the solution to the obstacles encountered in implementing lecturer integrity in character education at universities? The research method uses mixed methods, using 30 respondents for quantitative data, and 6 respondents for qualitative data. Data collection was carried out through questionnaires, interviews, and observation. The results of this study concluded that the integrity of the lecturers at the Sultan Agung Islamic University was included in the sufficient category.

Keywords: Lecturer, Integrity, Character, Education

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Introduction:

Character education is becoming increasingly important in producing graduates who are not only academically intelligent, but also have good moral and ethical values. In this case, lecturers play an important role in shaping the character of students through the models of behavior and teachings they provide in class. However, there are many cases where the integrity of lecturers is questioned in carrying out their duties as forming student character [1]. There are lecturers who give unfair grades[2], side with certain students, or even commit plagiarism in research or academic publications[3][4]. Therefore, a model of lecturer integrity is needed in character education that can help improve the integrity and professionalism of lecturers.

Lecturer integrity in character education at universities has a very important role because lecturers play a strategic role in shaping student character as future leaders [5]. Following are some of the reasons for the importance of lecturer integrity in character education at universities:

- 1) Shaping student character: Lecturers act as teachers and mentors who shape the character and morals of students[6]. In this case, the integrity of the lecturer is very important in order to be able to set an example of good behavior and build correct moral values among students.
- 2) Improving the quality of education: Lecturers who have good integrity can provide better and more objective teaching[7], so as to improve the quality of education provided to students
- 3) Maintaining public trust: The integrity of lecturers who are maintained can maintain public trust in universities and educational institutions[8], so that they can maintain the good image of universities and increase student and public trust in educational institutions.
- 4) Growing ethical awareness: Lecturer integrity can also help foster ethical awareness among students and build an academic culture of integrity.[9]
- 5) Producing quality graduates: Students who are trained by lecturers who have high integrity, will be more likely to become graduates who have high integrity and have good moral values[10], so they can become good and responsible future leaders.

Therefore, the integrity of lecturers in character education at universities is very important to build student character and morals[11], improve the quality of education, and maintain the good image of educational institutions in the public eye.[12]

This study aims to explain a model of lecturer integrity in character education at Sultan Agung Islamic University. Through this research, it is hoped that a model can be produced that can be applied by lecturers in carrying out their duties as forming student character by upholding integrity and professionalism.

In this study, surveys and interviews with lecturers and students will be conducted to obtain data about their views on lecturer integrity and the factors that can affect lecturer integrity. In addition, this research will also involve direct observation of the actions of lecturers in class to identify models of good behavior in shaping student character.

The focus of this research is: (1) What is the integrity profile of lecturers at universities? (2) What are the obstacles encountered in implementing lecturer integrity for character education at universities, (3) What is the solution to the obstacles encountered in implementing lecturer integrity in character education at universities?

The results of this research are expected to contribute to the development of character education at Sultan Agung Islamic University as well as input for other universities in developing an effective lecturer integrity model in character education.

Methods

The research method used in this research is mixed methods, which combines qualitative and quantitative data. This mixed approach was chosen because it can provide a more complete and holistic picture [13] of the integrity of lecturers in character education at Sultan Agung Islamic

University Semarang, Indonesia. The steps of the research method to be carried out are as follows:

Survey: Conducted an online survey of Sultan Agung Islamic University lecturers and students to obtain quantitative data about the integrity of lecturers and the factors that influence the integrity of lecturers in character education. The survey will cover questions related to academic ethics, fairness in judgment, respect for differences[14], and so on.

Interview: Conducted in-depth interviews with 6 lecturers and students at Sultan Agung Islamic University to obtain qualitative data[15] about their views regarding the integrity of lecturers in character education. Interviews are conducted face-to-face or online, and will include questions related to personal experiences, expectations, and views regarding lecturer integrity in character education.

Observation: Direct observation was made of the actions of 6 lecturers in class[16] to identify models of good behavior in shaping student character. Observations will be carried out randomly and will not interfere with the ongoing class. The results of these observations will be coded and analyzed to obtain findings related to the lecturer integrity model in character education.

Data analysis: The collected data will be analyzed using a descriptive analysis approach [17] to get an overview of the integrity of lecturers in character education at Sultan Agung Islamic University. In addition, the data will also be analyzed using qualitative analysis techniques, such as content analysis, to obtain more in-depth findings about the views and experiences of lecturers and students regarding the integrity of lecturers in character education. By using this mixed method, it is hoped that this research can produce a model of lecturer integrity in character education that is comprehensive and can be applied by lecturers at Sultan Agung Islamic University and other universities.

Result and Discussion

The results of this study were obtained through a survey with a questionnaire to 24 student respondents and 6 lecturers at Sultan Agung Islamic University, so there were 30 research respondents as a condition for descriptive statistics. Interviews were conducted at home, and self-observation from lecturers who were designated as research informants.

From the results of filling out the questionnaire in the survey, the lecturer integrity profile data is presented as follows.

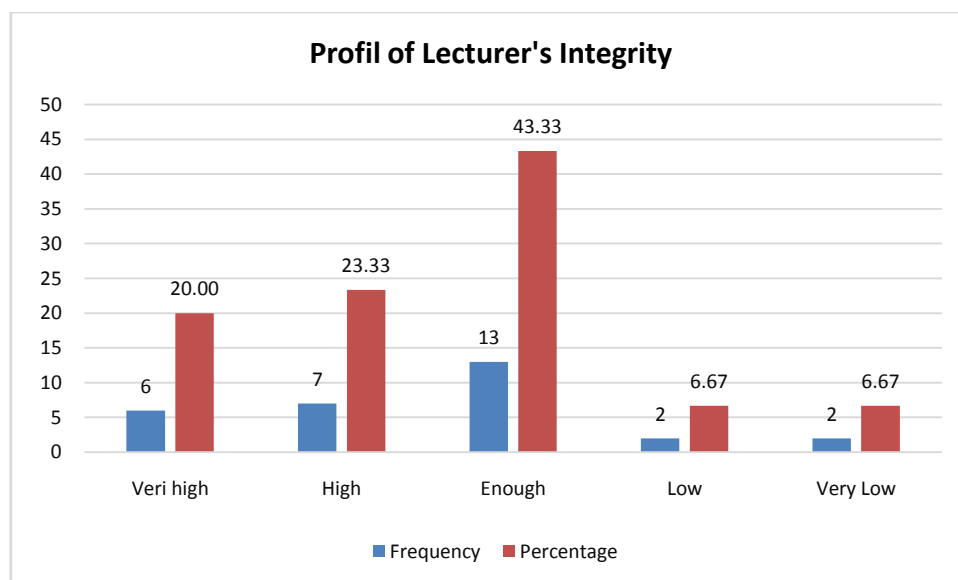


Figure 1. Integrity profile of lecturers at the university

Figure 1 shows that respondents' perceptions of the integrity of university lecturers are included in the very high category of 6 respondents (20%), high category of 7 respondents (23.33%), quite high of 13 respondents (43.33%), category low by 2 respondents (6.67%), and very low category by 2 respondents (6.67%). Thus it can be explained that the integrity profile of university lecturers within the

scope of this research is included in the sufficient category.

The results of interviews with 6 lecturers at the university obtained information that lecturers as professionals at universities are not much different from the role of teachers in education at schools. To be successful in carrying out their duties and responsibilities properly, they must master three things, namely[18]:

- 1) First, must master the scientific field, knowledge and skills that will be taught to students. As professional educators, their knowledge and skills must continue to be added and developed by conducting library research and field research. For this reason, a professional educator must have research skills supported by knowledge of research, research theories and statistics. This research ability is increasingly important to have and to do considering the development of science has been so rapid. In this way the knowledge taught by educators to their students will remain up to date, actual, and relevant to the needs of society
- 2) Second, a professional educator must have the ability to convey the knowledge he has efficiently and effectively[19]. For this reason, professional educators must study teacher training and education, especially those related to didactics and methodologies as well as learning methodologies that are supported by knowledge in the field of child psychology or educational psychology.
- 3) Third, as a professional educator, one must have a noble personality and character [20] that can encourage students to practice the knowledge they teach and so that educators can be role models.

What are the obstacles encountered in implementing lecturer integrity for character education at universities. Based on the research results through interviews and discussions with informants, it can be seen that the application of lecturer integrity in character education at universities does not always run smoothly and is often faced with various obstacles. Some of the obstacles encountered in implementing lecturer integrity for character education at universities include:

- 1) Lack of awareness and understanding of integrity: Many lecturers do not have sufficient awareness and understanding of the importance of integrity in character education, making it difficult to practice integrity values in everyday life and in the classroom.
- 2) Lack of support from the university: Lack of support from the university, both from university leaders and fellow lecturers, can hinder the application of lecturer integrity in character education. The support needed includes policies and programs that support the implementation of lecturer integrity and appropriate training to improve lecturer integrity understanding and skills.
- 3) High academic demands: High academic demands, such as demands for research, publication, and community service, can interfere with the time and focus of lecturers in practicing integrity values in everyday life and in class.
- 4) Limited resources: Limited resources, such as lack of time, budget, and adequate facilities[21], can limit the ability of lecturers to apply integrity in character education at universities.
- 5) Unclear policies: Unclear policies regarding lecturer integrity in character education [22] can result in uncertainty and different interpretations among lecturers, making it difficult to practice integrity values consistently and effectively.
- 6) Unsupportive environment: An unsupportive environment, such as a class environment that is not conducive or an unhealthy academic environment [23], can affect lecturer behavior and hinder the application of integrity in character education at universities.

Therefore, the application of lecturer integrity in character education at universities requires good support and cooperation between lecturers, university leaders, and all parties involved in the education process. Continuous efforts to increase understanding and awareness about integrity as well as adequate support and resources[24] will help overcome these obstacles and increase the effectiveness of the

implementation of lecturer integrity in character education at universities

The results of the research as a solution to the obstacles faced in implementing lecturer integrity in character education at universities are:

- 1) Increasing understanding and awareness about integrity: Lecturers need to be given training and counseling on the importance of integrity in character education[25], and how to apply it in everyday life and in the classroom.
- 2) Making clear and measurable policies: Universities need to make clear and measurable policies[26] regarding the integrity of lecturers in character education, including the support and incentives given to lecturers who implement them well.
- 3) Encouraging collaboration between lecturers: Collaboration between lecturers in implementing integrity in character education[27] can increase the effectiveness and consistency of the implementation of integrity in all faculties and study programs.
- 4) Providing the right incentives: Universities need to provide the right incentives to encourage lecturers [28] to apply integrity in character education, such as special awards and allowances
- 5) Optimizing existing resources: The university needs to optimize existing resources[29], such as facilities and time, to facilitate the application of lecturer integrity in character education at universities.
- 6) Creating a conducive academic environment: Universities need to create a conducive academic environment[30]to implement integrity in character education, including a comfortable and conducive classroom environment, as well as a healthy and supportive academic environment.

By implementing these solutions, it is hoped that the application of lecturer integrity in character education at universities can increase effectively and consistently, as well as have a positive impact on character development and the quality of education at universities.

Conclusion

We can conclude that the application of lecturer integrity in character education is very important to improve the quality of education at universities. Although there are several obstacles in implementing it, there are several solutions that can be done to overcome these obstacles. Increasing understanding and awareness of integrity, making clear and measurable policies, encouraging collaboration between lecturers, providing appropriate incentives, optimizing existing resources, and creating a conducive academic environment, are solutions that can be implemented to improve the application of lecturer integrity in character education in university. With the implementation of good lecturer integrity, it is hoped that it can improve the quality of education and develop the character of students at universities.

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Conflict of Interest

All authors state that there is no conflict of interest in the publication of the results of this study

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