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CHARACTER AND FUN LECTURING

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Abstract

This study focused on Character and Fun lecturing at STAI-PTIQ Banda Aceh. The method used is qualitative descriptive approach. The subjects were 12 lecturers and three elements of leadership that are chosen by purposive sampling. The data collection techniques used is a triangulation technique. While the data were analyzed inductively so that the research results further emphasize the significance of the generalization. The results of the study revealed that; (1) Teaching skills of lecturers at STAI-PTIQ Banda Aceh supported character and fun lecture; (2) Most professors used cooperative lecturing model for the implementation of characters and fun lecture; (3) Some lecturers used a variety of media; and (4) conducive lecture situation was obtained by conducting a positive atmosphere lectures, both physical and nonphysical and democratic approach.

Keywords: *Characters Lecturing, Cooperative Lecturing, Lecturing Situation*

A. Introduction

The concept of character education in Islam has been developed by Ibn Maskawaih. He is one of the Islamic philosophers of classical period who is popular with the theory of Islamic morality or the theory of Islamic character in his famous work Tahzîb al-Akhlāk wa Thathhîr al-Arāq. Ibn Maskawayh in Zainal Abidin (2014: 270), suggests that in the context of the human ethics development, there are two very extreme poles, namely the contradiction between the tendency to do too well and the tendency of human nature to do evil or excessive evil. According to Maskawaih a good human condition is his ability to manage two opposite poles into properties that are in a moderate position or middle position between the two opposite poles.

Characters are basically not new thing, a lot of writing and explanation of the character can easily be found through various sources. However, the characters become interesting discussion to be researched. This study focuses on the characters and fun lecture on Islamic College-College of Qur'anic Studies (STAI-PTIQ) Banda Aceh.

Lecture process on characters can be facilitated by lecturers through created a lecture situation that attract and engage students actively in the lecture, so as to realize a delightful lecture situation. But the reality is found in the field, there is still a lecture that monotonous, no character and no fun.

Ideally, lecturing process is implemented by using cooperative learning to cultivate active learning in students. Through the process, it will form a positive attitude, interactive, independent, and mutually helpful. Lairio et al., in Huda, et.al. (2017: 161) explains this can be seen as the foundation, which allows them to become better engaged in their relationships with others.

Professionalism lecturers were very supportive of the fun and characters lecture. This is in accordance with the provisions of Law No. 14 of 2005 on teachers and lecturers. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and community service, (Department of Religious Affairs, 2006: 83).

Professionalism lecturer in creating a situation of character and fun lectures can be seen from the aspect of the lecturer's ability to build an effective lecture situation by using the model of cooperative lecture/learning. It refers to Lickona (2013: 6), who explained that the cooperative learning is a learning model that relevant to build the character of students. Furthermore Sulaiman (2014: 29) explains that the implementation of cooperative learning model suited to evoke the character of students. Similar explanation was also described by Sri Winami (2013: 98), that integrating of character education in lecturing process requires learning model to construct planting expected values or characters. This explanation suggests that the fun and characters lecture can be done through the learning process of cooperative learning.

The use of cooperative learning in lectures gives positive benefit to the liveliness of student involvement in the lecture process, so as to create a fun lecture. In addition, this lecturing model can be used to the character building of prospective teachers students of Islamic Religious Education (PAI), in order to have a strong character and not easily affected by negative things. This is as the explanation of Azzet in Norayeni, et al (2015: 158) that if a person's character has been built, it will not be easily changed even though a lot of influences that comes. Hence, the character and fun lecture to the character building of students at the college is important.

PAI learning in school should be the central character building of the students, then the future they will be a generation who have good character. That is why students majoring PAI as teacher candidates of PAI are required to have good character (akhlakulkarimah, piety, honesty, discipline, responsibility, teamwork, and critical) so that they can become a model character to their learners.

STAI-PTIQ Banda Aceh is one of the private Islamic college in Aceh that participated in character building of the Acehnese generation through professionalism development strategy of lecturers, the use of cooperative lecturing model, and conducive lecturing situation. However, the facts on the field, there are still found not professional lecturers, the lecturing prosess is not fun, and the lecturing situation is not conducive. Base on the

facts above, researcher interested in researching more deeply to investigate the process of character and fun lecturing at STAI-PTIQ Banda Aceh.

B. Method

This study used qualitative research with descriptive approach. Subjects in this study were 12 lecturers and three elements of leadership that is chosen by purposive sampling. The data collection techniques used is the technique of triangulation (combined). While the data were analyzed by inductively so that research results further emphasize the significance of the generalization.

C. Research Finding

The process of character and fun lecturing at STAI-PTIQ Banda Aceh is supported by lectures who have professionalism. Overall, lecturers at STAI-PTIQ Banda Aceh have been professional. This can be seen from the qualifications of lecturers' education, mostly Master and Doctorate. In addition, it is also supported by the lecturers' skill in teaching, such as; skill of making SAP, skill of using variation method in teaching and character lecturing model.

The process of students' character education at STAI-PTIQ Banda Aceh is done through the integration in lecturing process. Operationally, students' character building is conducted through the implementation of cooperative learning model. The use of this model is positively to creativity, training in critical thinking skills, responsibilities, and developing social attitudes and mutual respect.

The use of cooperative lecturing model at STAI-PTIQ Banda Aceh is one of the strategies used to build students' character and to create fun lecturing so it can motivate student in learning. Furthermore, the effort to support the development of lecturers' competence on the character and fun lecturing process, the leadership of STAI-PTIQ Banda Aceh actively conducts the training on lecturer competency development.

Next, the effort to create the character and fun lecturing at STAI-PTIQ Banda Aceh was conducted by lecturers using variations of

lecturing media. However, in relation to the use of lecturing media variations are not used by all lecturers, generally the media used are just laptop and LCD Projector.

Conducive lecturing process is the key to create a fun and character lecturing process at STAI-PTIQ Banda Aceh. For that, the lecturing is conduct with four approaches; (1) Arranging the lecturing class, (2) involving the student's active role in lecturing process, (3) Applying individual approach, and (4) Using democratic approach in lecturing management.

D. Discussion

Process of characters and fun lecture on STAI-PTIQ Banda Aceh was conducted through four strategies, as can be seen in the following description.

1. Professionalism of Lecturers

Lecturer is an important element in the lecture. Nasir (2007: 9) explains, the lecturer is the figure of a leader. Lecturer is the figure of the architect who can shape the soul and character of students. Lecturers have the power to shape and build the student's personality to be a useful to religion, homeland and nation. Lecturers also in charge of preparing skilled human can be expected to establish themselves and build the nation.

The role of character figure and at the same of his position as a teacher at the college demanded that lecturers can sustainably develop teaching competence. Referring to Suwarna's explanation, et al, (2013: 278), that the teacher can teach fun characters, has several characteristics, among which are mastered the material well with extensive knowledge..

A figure as a character model in higher education is not only required to have teaching skills. However, the lecturer must have a quality of good character. Erni (2015: 225) explains that for example, universities require qualified lecturers and not only have the competence to teach but also must have a soul to serve with sincerity and guide

candidate teachers as good as possible. Because the lecturers will become role models for students in its performance when become a teacher.

Lecturer as a educator of character must have the personality competence to be a model for his students. Al-Ghazali in the Ramayulis (2011: 252) explains there are 6 important traits that must be owned by educators as exemplified person, namely:

a. Trust and work diligently;
b. Gentle and affectionate towards learners;
c. Be able to understand and be dilated in the science and to the people who are taught;
d. Not greedy on material;
e. Knowledgeable;
f. Istiqamah and uphold the principle (Islam).

Al-Gazali also added that there are some important qualities that must be internalized in the learner, namely: (1) Humble, (2) Purifying oneself from all ugliness, and (3) Obedience and istiqamah.

Referring to this view, professional lecturer in fun and characters lecture are lecturers who have competence in mastering teaching materials, have extensive knowledge, teaching methods, and skills to create a situation of fun lectures. In addition, it also equipped with a good personal competence.

Information obtained from the lecturers who are teaching at STAI-PTIQ Banda Aceh, almost all the lecturers explained that the process of character and fun lecture is supported by the lecturers' skill in mastering teaching material in the lecture, so that lecturers are expected to prepare well before the lecture is started.

The information is supported by information gained from the leader of STAI-PTIQ Banda Aceh on character of lecturer in managing the lecture can be seen from the aspect of the ability in mastering teaching materials. As the figures in the classroom, lecturers are required to master the course materials as well. 80% of lecturers are in charge of teaching the STAI-PTIQ been professional in teaching. Professionalism can be seen

from lecturer's skills in mastering the teaching materials and create a fun lecture.

The skills of mastering teaching materials and explaining precisely and correctly in the lecture process give positive benefit to the increased interest in student learning, student involvement actively in lectures, interactive, and make pleasant lecture.

Information obtained from these two sources is different with the results of observations at the time of the lecture, which in the field has found the lecturers who have not skilled in mastering the teaching materials yet; it can be seen from their way of explanation. This situation also negatively affects the situation of lectures, such as students are not paying attention, talking, and going out of the classroom.

Overall, from various information obtained, related to lecturers' teaching ability, STAI-PTQI Banda Aceh has been professional. Nevertheless, lecturers are required to develop teaching skills sustainable so that it can create fun and characters lecturing process.

2.   Cooperative Lecturing Model

The process of character education at the college can be done through the integration of the lecture process. The integration of characters on each course aims to build the character of the students. Furthermore operationally, character building of students in college can also be done through the implementation of cooperative learning model.

Santo, et al, (2015: 206) in the results of his research explains that the cooperative learning (work group), which focuses on discussions strategy is very good for students in understanding the content and process of thematic and can develop students' character. Furthermore, Morton Deutrech in Ni Kadek (2014: 214) explains that the model of cooperative learning is learning formed in a small group in which students work together and optimize the involvement of himself and members of his group in the study.

Cooperative learning model principally is strategy of lecture through the forming of groups. Group work is a part and not just a means

to achieve the goal. Endang Hartati (2014: 115) refers to the Arenda's explanation that the purpose of cooperative learning outcomes is the achievement of learning outcomes, acceptance of diversity and social skills. Similar explanation also was explained by Didi Supriadi & Deni Darmawan (2012: 134) that the implementation of Cooperation can develop mutual attitude and appreciate among others. This is part of the character that can be developed in students through cooperative learning.

Process of characters and fun lecture can be done through a cooperative learning model. Through cooperative learning model, students are required to engage optimally in the lecture.

The use of cooperative learning model has a positive benefit lecture on creativity, critical thinking skills training, responsibility, establish social attitudes and mutual respect. It is as information obtained from the lectures who are teaching in STAI-PTIQ Banda Aceh that the use of cooperative learning model in the course helpful to build the character and practice critical thinking of students, train attitudes and form social life on students.

The advantages of using cooperative learning in lecturing, beside beneficial to the character building of the students also can create a fun lecture situations and has a positive impact on increased interaction and achievement of students. This information is obtained from the lecturer.

The use of cooperative learning as one of the strategies that are used to form the character of students and create fun lectures is justified by the leader element on the STAI-PTIQ Banda Aceh, that the efforts to establish the character of teacher students of Islamic Religious Education (PAI) in the lecturing process is done by using cooperative learning and the party leaders of the college face lecturers who are teaching, in order to train the use of cooperative learning skills to support character lecture on this campus.

Furthermore, the party leaders of the STAI-PTIQ Banda Aceh also explained that efforts to implement the character and fun lectures all this time we support by making competence development trainings teaching faculty. This information was confirmed by the lecturer STAI-PTIQ that

the party leadership strongly supports the development of lecturers' competence by doing some training.

The information is also supported by the observation of lectures/learning model that is used by lecturers. From 12 lecturers who were observed, most of lecturers (7 lecturers) teach by using cooperative teaching model, namely by forming small groups then used discussion system to practice the skills of giving argument by students.

Based on the information, it can be concluded that the implementation of character and fun lectures on STAI-PTIQ Banda Aceh were done by lecturers through cooperative learning model.

3. Media Character Resource

Character and fun lecture can be formulated with a variety of media lectures. Media lecture is one of means of support that is used to support the successful implementation of the course. Djamarah (2010: 220) refers to explanation of Wens Tanlain, et.al., that an educational tool to be used, is said to be good based on the consideration of the tool is suitable to use. Media considerations that will be used by lecturers in lecturing process is relevance. Another consideration, the use of such media can increase the interaction of lectures and stimulate students' thinking creativity.

The use of a variety media lecture/learning can attract students in learning, enhance the students' activity, and build a fun lecture situation. Asni, et.al (2015: 233) refers to the opinion of Baharudin & Esa, explains that an active process is of course supported by a variety of learning resources and media that support the construction of knowledge. While Amitiya, et.al, (2012: 193) quotes from Burden and Woolfolk, explains that creating student involvement in active learning, motivate students.

Asni, et.al, (2015: 233) adds, many types of multimedia-based media learning are recommended to use in education which aims to facilitate the learning process. Although many multimedia-based media learning that provides learning opportunities with new styles and facilitate the implementation of learning, but not many educators who use these media optimally. The development of technology in education has yet to make

educators abreast with technology, especially multimedia technology as a medium of learning in terms of a lot of multimedia-based media learning that was suggested used in the learning process. Some media are already known is like PowerPoint, Macromedia Flash and the latest are lectors.

Panca, et.al, (2014: 156) refers to the opinion of Nana Sudjana and Ahmad Rivai, states that the multimedia helpful in the learning process, then made: (1) teaching are more attract students' attention, so it can lead students' motivation to learn; (2) the teaching material more clearly so that it can be understood by students and allow students to master learning objectives well; (3) the method of teaching is more varied; (4) students are more doing learning activities, not only listening to the teacher, but also involved in other activities such as observing, doing, demonstrating and others.

Information obtained from the lecturers who teach in STAI-PTQI Banda Aceh, the overall explained that the use of varied teaching media in lecturing process, give positive benefit to pleasant situation of lecture and increase student interest in learning.

The use of varied media lectures as the explanation given by lecturers is also justified by the element of leadership on STAI_PTIQ Banda Aceh. Further elements of leadership explain that to support the fun lecture, they have provided media courses, such as; laptop, LCD projectors, and laboratories for practice.

Information obtained from the lecturers and relevant leaders about the use of varied media lectures to support the fun characters of lecture are different with observations obtained in the field. The difference is that during the observation is done, there are no variety of media lecture used by lecturers, but most of lecturers teach using LCD projector, explain and further lectures is done by using discussion.

4. Conducive Lecture Situation

Conducive situation in lecturing is a situation that supports the character and fun lectures. To build and form the character of students strongly supported by lectures situation. This is in line with Mulyasa (2011: 19) explanation the success of character education is supported by a

conducive environment, both physical and nonphysical. Therefore, steps should be taken by lecturers to support character lecture is creating the situation. Furthermore, Reza (2015: 107) in his research explains that to build a culture in order to form the character of the students, a step that needs to be done is to create an atmosphere that character (full value) in advance.

Situation which supports the character lecture that filled with the values contained in democratic lecture situation. Sitti (2012: 5) explains, democratic climate is also expected to create a fun learning process. Then Sitti (2012: 5) refers to a unified opinion of Kline in Hadiyanto, said that for many students, learning is most effective when performed with a pleasant atmosphere.

Democratic lecture, lecturers treat students as responsible individuals, able to make decisions, independent, and able to solve problems. These are the characters that can build the student's personality that have implies from the atmosphere of conducive and democratic lecture. Novan (2013: 190) describes the conducive class situation can be characterized by the learner's activity.

Information obtained from the lecturer related to the creation of a conducive situation in lecturing to support the characters and fun lectures on STAI-PTIQ Banda Aceh performed by four aspects:

    a. Organizing the class before the course is started in order to support and attractive;

    b. Involving the active role of students in the lecturing process;

    c. Conducting individual approach;

    d. Using a democratic approach in the management of the lecture.

Creation of characters and fun lectures situation as referred above is justified by the elements of leadership on the STAI-PTIQ Banda Aceh, but the situation is different with the results of observations, particularly related to the arrangement of classrooms. However, the overall situation of lectures on the STAI-PTIQ Banda Aceh support character and fun lectures

This section is the core and most important part of the contents of the journal that will be loaded for publication. Open the discussion section with a clear statement of the support or non-support for the hypothesis.

Similarities and differences between results and the work of others should clarify and confirm the conclusions.

E. Conclusion

STAI-PTIQ is one of private university in Banda Aceh who participate are responsible for building teachers students character of PAI. The process of forming the character is integrated in lectures.

The process of characters and fun lecture on the STAI-PTIQ Banda Aceh is supported by the skills of lecturers teaching are professional, through the use of cooperative models lectures, use variety of media lectures, and the creation of a conducive lecture situation is done with four aspects, namely: (1) Arranging the classroom in order to support and appealing to the lecture, (2) involving the active participation of students in the lecture, (3) Performing an individual approach, and (4) Using a democratic approach in the management of the course.

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