

# Building Independent Character for Lecturers of Pancasila Education to Support an 'Independent Learning-Independent Campus'

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## ABSTRACT

This research is motivated by the idea that the government's "Independent Learning-Independent Campus" and "National Education Standards" policies will be challenging to embody if the academic community is not yet independent, especially the lecturers and their leaders. The research aimed to develop a model of "building an independent character" that was appropriate for university lecturers and leaders. The method was experiential through training and coaching, carried out in four tertiary institutions with 290 participants, which was carried out online, offline, and mixed. The activities would be held in June-October 2022 at UGM, Yogyakarta; PGRI Semarang University (UPGRIS), Central Java; Nadhatul Ulama University (UNUGHA), Cilacap, Central Java; and PGRI Wiranegara University (Uniwara) Pasuruhan, East Java. Data was taken through observation and feedback from participants. The research results showed that the ESD UGM Team 2022 succeeded in developing the "Training and Coaching to Build an Independent Character" method with the following characteristics: (1) The objective was to liberate and get rid of the shackles of the participants' characters; (2) the approach used combined scientific, philosophical, and Sufistic approaches; (3) the substance of training and coaching was to free the mind (IQ); emotional (intrapersonal and interpersonal/ EQ), spiritual (SQ), which was packaged holistically to increase resilience or adversity (AQ); (4) the model was packaged as "fun and meaningful" by combining various game techniques, quizzes, demonstrations, meditation, contemplation, presentations, and dialogues that could improve participant enthusiasm and participation. The results of the pre-and post-tests and observations in the field indicated that most participants felt the burden and shackles of their characters reduced and opened their horizons and enthusiasm to liberate independence and other people.

**Keywords:** Coaching, Independent Learning, Independent Character, Training

## 1 Introduction

This follow-up research has been carried out since 2021 with the theme "Building the Independent Character of PAUD Educators throughout Indonesia to Overcome the Impact of the Covid-19 Pandemic". There are some arguments why this research is critical to be conducted, namely 1) the government, through the Ministry of Education and Culture, issued policies related to the Independent Learning-Independent Campus programs, but it will be challenging to carry out properly if lecturers, students, education staff, and higher education leaders are still shackled and not Independent yet; 2) government policy through Government Regulation No. 4 of 2022 concerning National Education Standards, especially national standards for Pancasila Education in Higher Education, is challenging to materialize if lecturers do not yet have an independent character; 3) Pancasila education lecturers in Higher Education are strategic targets for activities and considerations in carrying out their duties as lecturers who are cross-study program and cross-faculty. It contrasts with particular subject lecturers who tend to only teach in each study program. The implication is that good or bad Pancasila education lecturers will also color the quality of education standards in the tertiary institution concerned; 4) Pancasila education lecturers will become cadres to build an Independent Character for other lecturers, particularly MKWK lecturers (compulsory curriculum



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subjects: Pancasila Education, Religious Education, Civic Education, and Indonesian Language). The Independent Learning–Independent Campus program launched by the Ministry of Education, Culture, Research, and Technology is one of the drivers to improve the quality of human resources in Indonesia. Through this program, students, lecturers, and education staff can gain different experiences to add insight, network, and collaboration from various institutions. Related to this research, "Building an Independent Character" is based on fundamental reasons, i.e., first, the essence of the founding of the Indonesian nation is an independent character. Second, education and culture's essence is to liberate the character. Third, the character of independence has become a discourse and paradigm in education in Indonesia. An independent character should be the basis for every human being so that a person is free without any shackles. In this case, students, lecturers, educators, and all academics in tertiary institutions must have an independent character. Lecturers have an essential role in students' success in participating in the learning process on campus. Lecturers contribute to the learning process by escorting, facilitating, and directing students so that the learning center occurs in two directions [1]. Thus, to support the learning process, the lecturer must have a foundation of an independent character within him. In the classroom learning process, the lecturer not only acts as a source of learning but also shapes students' character [2]. Lecturers have a role in increasing student social interaction in the classroom. In this case, Pancasila lecturers must be able to grow and build students' character with Pancasila personalities in all aspects of views, thoughts, attitudes, and behavior. The success of a lecturer in the learning process will affect competence in carrying out tasks and learning objectives [3]. Competent lecturers can create an effective, enjoyable learning environment and manage classes so students can achieve maximum results when studying. Education that liberates is a critical idea to open awareness to see the reality of education in Indonesia. It is an educational process that guides students to develop their potential, respectively. In addition, education that liberates is a way to safety and happiness; thus, it can be free from the shackles of life's pressures. Education is aimed at solving humanitarian problems [4]. The concept of an independent character has been widely introduced through political ideas. It is intended as ideals, perspectives, and ways of thinking to place values, principles of thinking, and acting; hence, they can create and build an independent human character [5]. Education that liberates is one of the terms that Ki Hadjar Dewantara initiated, a national education figure for the Indonesian community. According to Ki Hadjar Dewantara, education has the substance to liberate a person from the inner and outer aspects. When someone in his life has achieved independence, then that person has an independent character [6]. Therefore, education aims to build people with noble characters who can control their passions, behave, and act wisely. Based on the description above, this research focuses on building an independent character among Pancasila lecturers as a form of support for the Independent Learning–Independent Campus program in Indonesia.

## **2 Research Methodology**

This research used the *training of trainer* (ToT) method, intensive assistance through coaching, FGD, and literature studies. ToT and coaching were carried out during the pandemic through Zoom meetings to maintain health protocols. In addition, it also employed a hybrid method (a mixture of online and offline). Literature studies were used to support data obtained through training and coaching. The analytical techniques applied in this research were description, analysis-synthesis, and critical reflection.

## **3 Results and Discussion**

### **3.1 Training of Trainer (ToT)**

The training of trainers is the initial series in building an independent character. First, this activity introduces coaching and its benefits in liberating characters. The method used in the coaching is the Socrates *maeutika*

*teknik* method or midwifery techniques combined with local Indonesian wisdom. In addition, the coaching method relies on questions that help the coachee or the person being coached; thus, they can find answers to problems and agendas that come from themselves, not instructions or directions from other people, including the coach.

Hence, coaching becomes significant for a person's life to recognize the part of his life. Coaching can help a person to return to where one's life began so that one can easily flow in life rather than trying to control it. Coaching can have an impact on oneself, including (1) training what to change, (2) training how to change, and (3) convincing that you can do something that may be impossible for you [7]. If someone experiences doubts, worries, and fears within himself, then they can be resolved through coaching. Effective coaching can at least help the coachee solve problems independently, which requires effort to take the steps needed to support self-quality improvement [8].

This Training of Trainers is one of the stages to free the shackles of the character; hence, it can lead the participants to be able to release the character. This method can be carried out online, offline, or mixed. In this case, the main substance is liberating the mind (IQ), emotional and social (EQ), spiritual (SQ), kinesthetic (KQ), and toughness (AQ) for Pancasila Education lecturers that are packaged in the form of fun activities and meaning. Therefore, there is jargon in this activity, "*ngekek-ngekek sampai mewek-mewek*" (laughing happily until crying with tears). Then, there are yells, greetings, pre-tests and post-tests, games, quizzes, demonstrations, smile meditation, short presentations, dialogue, reflection, and contemplation as a series of activities in freeing the characters of Pancasila Education lecturers.

Through the Training of Trainers, the process of early detection of participants' problems begins, and solutions to existing problems will also be found from this activity. It is because a pre-test is the first step to finding out what the participants are worried about. After that, a series of methods were found to free the mind (IQ), emotional and social (EQ), spiritual (SQ), kinesthetic (KQ), and toughness (AQ). Thus, this Training of Trainers becomes a series that can provide historical justification that the participants' problems can be solved through mental independence after the post-test, which will be carried out later.

### 3.2 Coaching

In addition to the Training of Trainers in building an independent character, which can ultimately help actualize the individual himself. However, regarding self-development, coaching can also help increase individual competencies that improve problematic performance or increase self-competence. Coaching is highly different from mentoring because, in coaching, it is the participants who seek solutions through the help of various questions from a coach.

This coaching will be directed to interpret the meaning of life that frequently occurs on the canvas of human life. In this case, humans must understand their essence and behave toward the events they experience. According to Carol Wilson, eight guiding principles for coaching activities prove that coaching positively affects the individual [9], including awareness, responsibility, confidence, not blaming, focus on solutions, challenges, action, and trust. Coaching builds an independent character carried out personally and aimed at strengthening one's values, character, and life goals. The implementation of coaching by a coach aims to help solve personal, work, family, or other problems. A coach will help solve problems by not patronizing but by finding the source of the problem and various alternative solutions and steps to solve them. Thus, independent character coaching becomes an alternative to solving problems by touching the essence of human beings and liberating their characters so that the existing shackles can be removed and reap the right solutions to the issues they face. In Figures 1, 2, and 3, coaching and mentoring activities have been carried out as described by the resource persons at Al Ghazali Nahdlatul Ulama University in Cilacap, PGRI University in Semarang and PGRI University in Pasuruan, East Java.



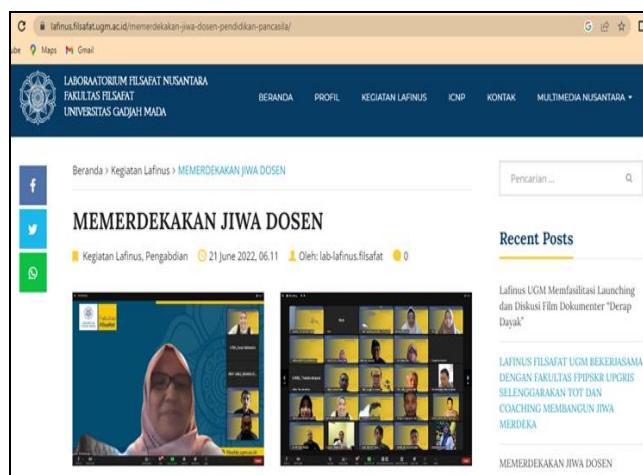
**Figure 1:** The speaker introduces Coaching for Building an Independent Character at UNUGHA Cilacap.



**Figure 2:** One of the speakers during coaching at Uniwara Pasuruan, East Java.



**Figure 3:** Activities at PGRI University Semarang, Central Java.



**Figure 4:** Activities at Universitas Gadjah Mada, Yogyakarta, with a total of 83 Pancasila education lecturers + 9 non-lecturer participants, participants from 51 universities in Indonesia.

Coaching as a method of individual self-actualization becomes the answer to questions frequently arising in humans when it affects the index of happiness and sadness or the problems faced. This coaching can be applied personally or classically in large numbers. Coaching in building the independent character of the Pancasila lecturers becomes a tool for breaking the shackles of the character that was once immersed in the individual. It is expected that when these Pancasila lecturers become independent character cadres, they can help the problems of Pancasila Education students, which are quite a lot in every tertiary institution in Indonesia. In Figure 4, coaching and mentoring activities were carried out, which were attended by Pancasila lecturers and general lecturers. The participants consisted of 51 universities spread across Indonesia.

Coaching as a self-actualization method is a strength for educators to get solutions to ongoing problems. This coaching method is used by asking questions, exploring issues, and finding solutions to character shackles through three practical ways: studying the scriptures, finding sacred missions, and listening to the voice of conscience. Thus, systematic and epistemological coaching can be accounted for and justified; it becomes a method of liberating the character, especially in eliminating all mental shackles.

#### 4 Conclusions

After planning, implementing, monitoring, and evaluating, it can be concluded that (1) Activities to Build the Independent Character of Pancasila Education Lecturers in particular and lecturers, in general, have been able to be carried out beyond the set targets, with the following details: a) Target number of activities which was targeted for once, the implementation can be carried out four times training and once coaching; b) The target number of participants, which was initially targeted to be 50 participants from elements of Pancasila Education lecturers from DIY and Central Java, was attended by 198 participants from Yogyakarta (DIY), Central Java, and universities throughout Indonesia; c) The target number of implementing and sending universities, which was initially targeted to be one (1) implementing university, namely UGM, has been realized by four implementing universities, i.e., UGM, UPGRIS Semarang, Uniwara Pasuruhan, and Unugha Cilacap. Then, initially, it was targeted to involve ten university-sending participants; in the implementation, it was attended by more than 60 universities throughout Indonesia. (2) Training and coaching models and modules have been implemented and were positively appreciated by the participants. Based on the feedback from the participants through observation and questionnaires, it was concluded that most of the participants experienced a decrease in their psychological burden, felt relief and a change in their characters, and were more independent after participating in the training. (3) This activity also succeeded in realizing outputs that could become documentation and publication materials that



potentially obtain intellectual property rights (IPR) and be applied more broadly in society. These outputs include modules, video documentaries, mass media publications, articles in national reputed scientific journals, presentations at national seminars, international conferences, alum partner networks, and organizing partners. Therefore, this activity deserves to be expanded in future research and to become a pioneer in building an independent character among lecturers at various universities in Indonesia.

## 5 Declarations

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