

Implementation of Character Education Policy on Student Learning Activities at Datokarama Palu State Islamic University

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Abstract

This study aims to determine, analyze and reveal whether the character education policy can be implemented effectively at UIN Datokarama Palu. Qualitative research method. The research location is at Datokarama State Islamic University Palu. Informants as many as 7 people were selected purposively. Data collection was conducted using interview, observation and documentation techniques. The data analysis technique uses the Miles and Huberman interactive model. The theory that is used as a reference in this research is the theory of George C. Edward III (2010: 96-110) by looking at four factors of successful policy implementation, namely communication, resources, disposition, and bureaucratic structure. The results showed that only three factors were quite effective, namely communication, disposition, and bureaucratic structure. Meanwhile, the resource factor tends to be less effective because of the four resource elements studied, two elements are ineffective, namely the quantity of staff (human resources) is relatively minimal. Similarly, the facilities that are expected to support the successful implementation of character education policies are still not in accordance with the demands of the needs. The causal factors include the limited formation of new lecturer appointments and the natural disasters of the earthquake, tsunami and liquefaction that hit the Datokarama Palu State Islamic University Campus. Novelty in this research is that the implementation of character education policies is not only seen as the implementation of the main tasks of the implementers but also interpreted as a worship that can be a source of jariah charity.

Keywords: Implementation, policy, character education.

Abstrak

Penelitian ini bertujuan untuk mengetahui, menganalisis dan mengungkapkan apakah kebijakan pendidikan karakter dapat diimplementasikan secara efektif di UIN Datokarama Palu. Metode penelitian kualitatif. Lokasi penelitian di Universitas Islam Negeri Datokarama Palu. Informan sebanyak 7 orang dipilih secara purposive. Pengumpulan data dilakukan dengan teknik wawancara, observasi dan dokumentasi. Teknik analisis data menggunakan model interaktif Miles dan Huberman. Teori yang menjadi acuan dalam penelitian ini adalah teori George C. Edward III (2010:96-110) dengan melihat empat faktor keberhasilan implementasi kebijakan yaitu komunikasi, sumber daya, disposisi, dan struktur birokrasi. Hasil penelitian menunjukkan hanya tiga faktor yang cukup efektif yakni faktor komunikasi, disposisi, dan struktur birokrasi. Sedangkan faktor sumber daya cenderung kurang efektif karena dari empat elemen sumber daya yang dikaji ternyata dua elemen tidak efektif yakni secara kuantitas jumlah staf (sumber daya manusia) relatif minim. Demikian pula fasilitas yang diharapkan menunjang keberhasilan implementasi kebijakan pendidikan karakter masih belum sesuai dengan tuntutan kebutuhan. Faktor penyebabnya antara lain terbatasnya formasi pengangkatan dosen baru dan terjadinya bencana alam gempa, tsunami dan likuifaksi yang menerpa Kampus Universitas Islam Negeri Datokarama Palu. Novelty atau kebaruan dalam penelitian ini yakni implementasi kebijakan pendidikan karakter tidak sekedar hanya dipandang sebagai pelaksanaan tugas pokok para implementor tetapi juga dimaknai sebagai suatu ibadah yang dapat menjadi sumber amal jariah.

Kata kunci: Implementasi, Kebijakan, Pendidikan karakter

BACKGROUND

The moral decadence that has plagued some members of society today is very concerning. Almost every day the mass media, both print and electronic media, present information on various cases that illustrate moral collapse. For example, the case of the sale of drug evidence allegedly carried out by a high-ranking police officer (detiknews, 2022) A corruption case in which one of the defendants was a Minister at the Ministry of Social Affairs (Tempo.co, 2022) Cases of trafficking in persons include the case of a girl who was used as a sex slave in one of the West Jakarta Apartments (Detiknews, 2022) There are many other cases such as cases of dumping or killing babies from extramarital sex, robbery cases, rape cases and inhumane murder cases such as those allegedly committed by a high-ranking police officer against the victim Brigadier J (Kompas.com, 2022)

Some of the cases above show how damaged the morals and character of the perpetrators are. If such conditions cannot be stopped or at least minimized, it will have a negative impact on the continued existence of the Indonesian nation, because the existence of a nation is determined by its character. Only a nation that has a strong character is able to make itself a nation that is dignified and respected by other nations. Therefore, becoming a nation with strong character is the dream of the Indonesian people. Bestari (2009;107) argues that national character is one of the basic capitals in building the nation to achieve a just and prosperous society based on Pancasila and the 1945 Constitution. A just and prosperous society will be achieved if the state pays attention to efforts to build national character that is full of knowledge, skills or competencies. The practices of corruption, collusion and nepotism have not subsided and are even growing. The coveted ethical democracy has turned into anarchism. Social and political civility is fading away in many walks of life. All of these show the erosion of the nation's character values.

This alarming condition is quite disturbing to all components of the nation including the President of the Republic of Indonesia. At the commemoration of Dharma Shanti Nyepi Day in 2010, President Susilo Bambang Yudhoyono pointed out the need for character building. Character building is very important, aspiring to build Indonesian people who are virtuous and noble. Indonesia wants to have a superior and noble civilization. Such a civilization can be achieved if a good society is created. This ideal society can be realized if Indonesian people have good morals, morals and ethics, as well as good speech and behavior.

In order to realize the development and development of a strong national character, the right effort is made through education, because education has an important and central role in developing human potential including mental potential. Through education, transformation is expected to occur that can develop positive character and change the character from bad to good. Character education is actually not new. Since the beginning of independence, the old order period, the new order period and the reform era, character education has been carried out with different norms and forms, but until now it has not shown optimal results, as evidenced by social phenomena that show characterless behavior.

As stated by M. Hatta Rajasa (Rajasa, 2007) that the younger generation has three important roles, namely: First, as a character builder. In the midst of the swift flow of globalization, then coupled with a number of erosions of the nation's positive character, while there are symptoms of negative mentality such as laziness, corruption, and so on, the role of the younger generation is to rebuild the positive character of the nation. This role is certainly very heavy, but the essence is the strong will and commitment of the younger generation to uphold moral values above momentary interests as well as collective efforts to internalize them in their daily activities and activities. Second: as a character enabler. Rebuilding the nation's character will certainly not be enough if there is no continuous empowerment, so the younger generation is also required to take on the role of character enabler. The practical form is the strong will and desire of the younger generation to become role models of positive national character development.

This role is also no less demanding than the first role, because in addition to strong will and collective awareness with high cohesiveness, it requires the strength to engage in an ethical conflict arena with other entities in society and foreign entities. Third, as a character engineer in line with the need for competitive adaptivity to strengthen national resilience. This latter role requires the younger generation to continue learning. It must be recognized that the development of the nation's positive character requires modification and proper engineering adapted to the times. For example, the character of fighters and patriotism certainly does not have to be articulated in a physical context, but can be in other contexts that are non-physical. The role of the younger generation in this regard is highly expected by the nation, because it is in their hands that the adaptive learning process can take place in the most productive conditions.

Given that the character education policy is a public policy, efforts to study the implementation of character education policies should start from the concept and model of public policy implementation. With regard to the concept of public policy, there are various views among scientists, including revealed that the long discussion about public policy began with Eyestone and Thomas Dye's statements about public policy which then invited various responses from experts to provide other definitions of public policy (Resmawan, 2015). In this regard, experts have emerged who define public policy according to their respective points of view. The diversity of definitions reflects the complexity of public policy implementation both conceptually and substantively (Ripley, R and Franklin, 1986).

Public policy has strategic value in a country placing it as the main component of the state along with several other components which include (1). State institutions (executive, legislative, judicial); (2) People; (3) Territory (Nugroho, I dan Dahuri, 2012). In this position, public policy must be in accordance and adapt to the demands and challenges of the times and at the same time become a tool for the welfare and fulfillment of community needs.

For the effective implementation of policies, including character education policies, choosing the right implementation model is very important. However, it is recognized that there is no particular model that is best applied in all policy implementation processes. The policy that has been determined in its implementation is largely determined by officials and administration (Grindle, 1980). The importance of character education policies being implemented at the higher education level, according to Muslich (2018) that the world of education has crucial problems including the problem of multidimensional crisis and moral or character degradation, as well as the issue of national disintegration, so that character education is seen as an alternative solution to overcome the nation's moral problems which tend to get worse.

The portion of character education in higher education should ideally have been reduced with the assumption that the character of students has been formed through guidance from an early age, starting from within the family environment and then continuing at the primary and secondary education levels. However, in reality, due to the influence of modernization that brings hedonist and capitalist culture, the character of some students is degraded. Character education is the responsibility of the entire academic community, all teaching staff, employees and students should care about responsibility, discipline, honesty and love for the country (Andriany, 2016).

Wibowo in (Andriany, 2016) suggests that the role of lecturers in character education in higher education is as transformers, developers and disseminators. Character education can be integrated in learning in every course. All lecture materials related to norms or values need and must be developed, expressed, linked to the context of everyday life. Learning character values is not only at the cognitive level, but touches on internalization and real practice in the daily lives of students in society.

Character education can also be implemented through student activities. Through these activities, it is expected to develop the ability and sense of social responsibility as well as the potential of a strong and brilliant student profession. In addition, character education in higher education is also related to the management or management of the university. The management in question is how character education is adequately planned, implemented and controlled in educational activities in higher education. The management includes values that need to be embedded in curriculum content, learning, assessment and other related components. Thus, university management is one of the components involved in character education in higher education.

The study of the implementation of character education policies at UIN Datokarama Palu refers to the theory of the policy implementation model developed by Edward III in Widodo (2010) that the success or failure of implementation is influenced by four factors: communication, resources, disposition, and bureaucratic structure. A policy will only be implemented effectively if the policy formulation is well and accurately communicated to the implementor.

State Islamic University Datokarama Palu, as a higher education institution based on Islamic values, has a strategic role in implementing character education policies. As an institution that integrates Islamic values and science, UIN Datokarama Palu seeks to produce graduates who are not only competent in the academic field, but also have strong characters, such as honesty, discipline, tolerance, and social responsibility. The implementation of character education policy in this university is expected to be the main foundation in building students' morality amidst the complexity of modern life. However, the implementation of character education policies often faces various challenges. One of the main challenges is the effectiveness of policy communication to all stakeholders, including lecturers as implementors. Ineffective communication can lead to a lack of understanding of the goals and objectives of the policy, so that implementation does not run optimally. In addition, the availability of resources, both human and supporting facilities, is also an important factor affecting the successful implementation of this policy. In accordance with the initial observations of researchers at UIN Datokarama Palu, a phenomenon was found that the resources of policy implementers, which numbered 249 lecturers, were relatively less when compared to the volume of work that must be done by policy implementers (implementors). In addition, some lecturers who act as implementors of character education policies are still at the academic position level of Lector and Expert Assistant who do not have teaching certificates. This condition leads to the assumption that the implementation of character education policies in these universities tends to experience obstacles.

This type of research is qualitative or commonly called qualitative research methods. The research method is a scientific method carried out to obtain data with a specific purpose (Sugiyono, 2011). According to (Aan Komariah, 2011) qualitative research can be designed to contribute to theory, practice, policy, social problems and action. Qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on relevant data collection and analysis techniques obtained from natural situations. Thus, qualitative research is not only an effort to describe data but the description is the result of valid data collection, namely through in-depth interviews, participant observation, document studies, and by triangulating. The basic idea is that the phenomenon under study can be well understood so that a high level of truth is obtained if it is approached from various points of view. (Taylor, S. J., & Bogdan, 1987) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. (Moleong, 2010) Explaining qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and

others, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Descriptive research aims to describe a phenomenon, characteristic, situation or event in a certain area systematically, factually and accurately as it is.

In an effort to obtain accurate and comprehensive data in accordance with the problems and focus of this research, the researchers used data collection techniques of interviews with several informants, observation and documentation. Moleong (2010) states that to establish the validity of data, an examination technique is needed. The implementation of inspection techniques is based on a number of certain criteria which include degrees of trust (credibility), transferability, dependability and confirmability.

According to Miles, M. B., & Huberman (1992) there are two methods of data analysis, namely (figure 1):

1. Flow analysis models, where the components (data reduction, data presentation, conclusion drawing / verification) are carried out in a flowing manner with the data collection process and flow together.
2. Interactive analysis models, where the components of data reduction, data presentation, and conclusion drawing or verification are carried out with the data collection process after the data is collected.

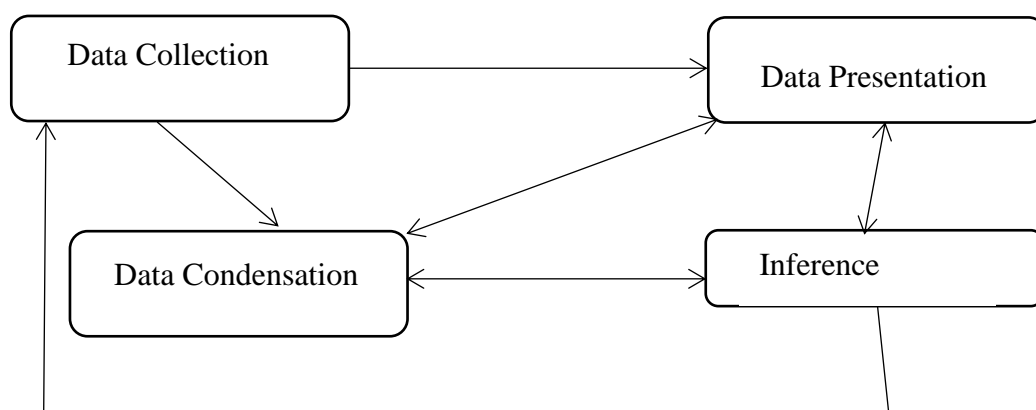


Figure 1: Components of Data Analysis: Interactive Model (Miles, Huberman, dan Saldana, 2014)

Implementation of Character Education Policy at State Islamic University Datokarama Palu.

Implementation of Character Education Policy Viewed from the Communication Aspect.

A policy that has been formulated conceptually well will not have a positive effect if the policy is not implemented perfectly. Therefore, the success of policy implementation is a very important phase in the series of policy formulation and implementation processes. The success of policy implementation tends to be influenced by several factors, including communication factors. Effendi (Effendi, 1986) suggests that communication is a process by which a person (communicator) conveys stimuli, usually symbols in the form of words to change the behavior of others (communicants). It is argued that communication factors will affect the successful implementation of character education policies. The communication factor in question contains elements or elements, namely:

1. Transmission

Transmission is the first prerequisite for effective policy implementation, because policy implementers must know what they are going to do. (Posangi, Hafis Aldani, 2020) reveal that the more carefully decisions and implementation orders are transmitted or forwarded to those who must carry them out, the higher the probability of these decisions and implementation orders being implemented.

The results of this interview show that the government through the Ministry of Education and the Ministry of Religious Affairs as the formulator and shaper of character education policy has transmitted the substance, goals and objectives of the policy to the implementers, including university leaders and lecturers. The policy transmission is carried out through various activities such as coordination meetings and seminars for higher education leaders. Then to the lecturers, the transmission of character education policy is carried out through socialization activities, training, upgrading, workshops and other activities.

The transmission of character education policy to the implementers at UIN Datokarama Palu has been conducted intensively through various national meetings and various scientific activities such as workshops, trainings or seminars. Thus, the understanding of the character education policy by the leadership and lecturers of UIN Datokarama Palu as implementers is not in doubt. This is quite logical because most of them have a background in religious education which is full of character education values.

2. Clarity

A policy can only be implemented optimally if the content and substance, direction and objectives of the policy are clear enough. The unclear message of a policy will give birth to various interpretations and it is not even possible to deviate from the policy's intent. For this reason, it is necessary to study whether the character education policy is clear enough and easily understood by the implementors at Datokarama State Islamic University in Palu.

The substance, direction and objectives of the character education policy are quite clear and easily understood by the lecturers. The informant's perception is quite reasonable because if you look at the educational background of the lecturers, the lowest is strata two (S2), so that their logic and understanding absorption capacity is undoubtedly relatively adequate. In addition, the lecturers often participate in scientific activities such as training, workshops, seminars where from these forums they have obtained a more comprehensive explanation from the resource persons. The message contained in the character education policy formulation is quite clear and easily understood by policy implementers. In addition, policy implementers have participated in several scientific activities such as training, workshops, seminars related to efforts to explain the substance and objectives of the policy, so that policy implementers, namely lecturers, have a unified understanding of the substance and objectives of the policy.

The character education policy is quite clear both in terms of the formulation of character values formulated in the policy and the purpose of the policy. It was explained that the lecturers would not find it difficult to understand the substance and purpose of the policy because the character values formulated are the crystallization of the values of

religious and cultural teachings. In addition, the lecturers have a relatively high level of education and have attended several scientific meetings whose agendas discuss character education policies.

Looking at the interview results from the informants that have been presented, it can be concluded that all of them have the same views and assessments that the messages or information formulated in the character education policy are quite clear. The clarity of information from a policy is very important for implementers, because according to Sabatier and Mazmanian in (Subarsono., 2008) that the clearer and more detailed the content of a policy, the easier it will be to implement, because policy implementers/implementers easily understand the content of the policy and translate it into real action. Conversely, unclear policy content can lead to bias in implementation. If a policy is unclear or ambiguous then undoubtedly the implementors will find it difficult to implement it.

3. Consistent

The successful implementation of a policy can be influenced by the consistency of the policy. Policies that often change or contradict each other will undoubtedly be difficult to implement. Moving on from this conception, the question arises how the consistency of character education policies.

There are three policy products, namely Law No. 20 of 2003 on the national education system, Presidential Regulation No. 87 of 2017 on strengthening character education and Minister of Education and Culture Regulation No. 20 of 2018 on strengthening character education in formal education units. Based on the results of the informant's analysis of the three policy products above, he argues that the three policy products are quite synchronous and there is no conflict between one another, so it is emphasized that the character education policy is quite consistent.

The above information emphasizes that the character education policy is quite consistent in the sense that it has not undergone significant changes even though the law containing the policy has changed. Therefore, the character education policy stipulated in the Implementing Regulations of the previous National Education System Law remains in sync with the character education policy stipulated in the new National Education System Law. The character education policy recognized in the current laws and regulations is not new, but in substance is an affirmation and continuation of the character education policy that has existed before, as known in the past as character education.

The character education policy, both in terms of substance and objectives to be realized, is quite consistent. In fact, the policy tends to be considered as a continuation of the ethics education policy known since the New Order era. In addition, from a series of laws and regulations that contain the policy, there is no conflict between one another. In other words, there is synchronization on the substance between several laws and regulations.

Considering the description presented above, it can be emphasized that one of the factors influencing the successful implementation of character education policy is that the policy is consistent with the principles of character education. Listening to the description

of transmission, clarity, and consistency as elements of communication, it can be seen how important communication factors are in implementing character education policies.

Implementation of Character Education Policy Viewed from the Resource Aspect.

Resources are one of the factors that have an important role and contribute to the successful implementation of a policy. Even if a policy has been optimally transmitted and the formulation of the substance of the policy and its objectives is quite clear and consistent in the sense that there is no conflict between one policy and another, if it is not supported by adequate resources, the policy implementation will undoubtedly tend to fail. Regarding the resource factor, there are several elements contained therein that need to be considered and studied carefully. The resource elements include staff, information, authority and facilities.

1. Staff

The existence of staff in implementing policies is a determinant factor, because no matter how good the formulation and objectives of the policy are, if there are no staff or human resources entrusted with the mandate to implement it, then undoubtedly the policy will only appear as a formulation of "Dead" letters. The success of policy implementation requires the existence of human resources that are proportionally sufficient in terms of quantity and adequate in terms of quality. If the human resources needed to implement a policy are minimal, then of course the policy implementation is difficult to expect to succeed. Human resources who will act as implementors are required to have the necessary competencies or qualities in their fields. Even if the number of human resources is large, if they do not have the necessary competencies or qualities, it will be difficult to expect the policy implementation to be effective. For this reason, it is necessary to study the state of human resources who are expected to play a role as implementors of character education policies at Datokarama Palu State Islamic University. The state of the College lecturers can be seen in the following table 1:

The data in the table 1 shows that on the one hand the number of lecturers is relatively less than the ideal needs, while on the other hand most of the academic positions of lecturers are relatively low, which are dominated by lecturers with academic positions of Lecturer and Expert Assistant. This fact certainly requires special attention from the leadership of UIN Datokarama Palu.

Character education is not established as a stand-alone course in the curriculum of Palu State Islamic University, but character education is integrated into the subject matter or sub-topic of each course in the curriculum. Therefore, each lecturer is required to act as an implementor of the character education policy. Consequently, the implementation of character education policy requires many lecturers as implementors. Therefore, if the number of lecturers is insufficient, then this condition has the potential to hinder the success of the policy implementation.

Table 1. Number and Type of Academic Positions

No.	Position Study program	Professor	Head Lector	Lector	Expert Assistant	Total
1.	Pend. Agama Islam		5	9	7	22
2.	Pend. Bahasa Arab		4	4	2	10
3.	Manajemen Pend. Islam		1	4	3	9
4.	PGMI	-	-	4	5	9
5.	PIAUD	-	-	5	1	6
6.	Tad. Bhs. Inggris	-	1	7	7	15
7.	Tad. IPS	-	-	5	1	6
8.	Tad. IPA	-	-	3	3	6
9.	Tad. Matematika	-	-	4	1	5
10.	Pend. Profesi Guru	-	2	4	-	6
11.	Akidah & Filsafat Islam	2	4	-	1	7
12.	Ilmu Alquran & Tafsir	-	3	8	2	13
13.	Komunikasi & Penyiaran Islam	-	1	4	1	6
14.	Bimbingan Konseling Islam	-	1	2	5	8
15.	Pengembangan Masyarakat Islam	-	1	4	3	8
16.	Pemikiran Politik Islam	-	-	3	3	6
17.	Ilmu Perpustakaan & Informasi Islam	-	1	2	3	6
18.	Sejarah Peradaban Islam	-	-	2	4	6
19.	Informatika	-	-	2	4	6
20.	Hukum Ekonomi Syariah	-	1	4	2	7
21.	Hukum Keluarga	-	2	5	-	7
22.	Hukum Tata Negara Islam	-	2	3	2	7
23.	Perbandingan Mazhab	-	-	3	2	5
24.	Ekonomi Syariah	-	-	10	2	12
25.	Perbankan Syariah	-	-	3	6	9
26.	Akuntansi Syariah	-	-	4	1	5
27.	Sistem Informasi	1	-	1	4	6
28.	Arsitektur	-	-	1	4	5
29.	Pendidikan Agama Islam (S2)	-	4	1	-	5
30.	Manajemen Pendidikan Islam (S2)	-	3	2	-	5
31.	Hukum Keluarga (S2)	1	3	1	-	5
32.	Hukum Keluarga (S3)	-	5	-	-	5
33.	Pendidikan Agama Islam (S3)	1	5	-	-	6
Total		7	49	114	79	249

2. Information

Policy information is one of the resource elements that can affect the successful implementation of public policies. The information intended is related to how the policy is implemented. The process of implementing learning, including character education, is based on the university curriculum. However, the two informants emphasized that character education is not established in the form of a stand-alone course but the values of character education are integrated into the subject or sub-discussion of each course. Thus, the implementation of learning in each course is also accompanied by the implementation of character education policies.

The learning implementation process must be based on the curriculum set by the Rector based on the design proposed by each faculty after being discussed in a workshop. Following the curriculum, various academic activities are determined based on the academic calendar. Thus these two documents contain information on how the learning process is implemented. Based on the curriculum and academic calendar, each semester a learning implementation schedule is set and lecturers as implementers are required to prepare a semester learning plan for each course they teach. In the RPS, it is explained,

among others, about the method or way the learning is implemented. Considering that character education is integrated into the subject matter of each course, the implementation of learning in each course has consequences for the implementation of character education. However, some informants emphasized that the implementation of character education is not only through curricular learning activities but also through extracurricular activities such as scouting, sports and art activities. Based on the informants' statements, it can be asserted that the information element contained in the resource factor is fulfilled, meaning that the information element does not have the potential to hinder the successful implementation of the character education policy.

3. Authority

In general, authority must be formal so that orders can be implemented. Authority is the authority or legitimacy for implementers in implementing policies. When authority is not possessed, the power of the implementor in the eyes of the public is not legitimized so that it can thwart the policy implementation process.

Since the substance or content of the character education policy is integrated as an integral part of the learning material of each course, it means that if a lecturer has the authority to implement the learning material of a course, he is also authorized to implement the character education policy. The lecturer's authority has legitimacy, because the birth of the lecturer's authority is based on the legal system. Decrees of state administrative officials are legal products based on the applicable legal system, such as the Decree of Appointment of lecturers. As a legal product, the decree gives birth to the authority for the lecturer concerned to act in accordance with his main duties, and on the other hand the decree becomes the basis for the legality of the lecturer's authority.

4. Facilities

Facilities are one of the factors that can affect the success of public policy implementation. Policy implementation supported by adequate facilities tends to be effective or successful, but on the other hand, if policy implementation is not supported by the facilities needed optimally, then undoubtedly the policy implementation will tend to fail. On the condition of UIN Datokarama Palu's facilities, the university has two campuses but the facilities on both campuses are still very limited, especially on Campus Two which is located outside Palu City in Sigi Regency. Lecture and office buildings on Campus Two that were destroyed during the earthquake and liquefaction have not been rehabilitated. Similarly, learning facilities at this campus are minimal.

The facilities owned by UIN Datokarama Palu are not in accordance with the demands of the university's needs. One of the contributing factors is the earthquake, tsunami and liquefaction disaster that destroyed the campus buildings accompanied by the looting of a number of campus equipment carried out by unscrupulous people. Post-disaster, development and procurement efforts have been made but due to budget constraints, many of the facilities needed have not been realized.

Listening to the results of interviews with informants that have been presented, it can be seen that the facilities of UIN Datokarama Palu are relatively limited and can even

be said to be lacking so that the learning process tends to be less effective. Considering that the implementation of character education policies is inseparable from the implementation of course learning, the ineffective implementation of course learning also means that the implementation of character education policies also tends to be less effective.

Implementation of Character Education Policy Viewed from the Aspect of Disposition

The third factor that can affect the implementation of policies including character education policies is the disposition or attitude of policy implementers (Implementor). Disposition contains two important elements, namely:

1. Commitment and Sincerity.

In the Big Indonesian Dictionary, commitment is defined as an agreement or attachment to do something. Bayu Ardi Isnanto (Isnanto, 2023) mentions commitment as one of the work attitudes that reflect the feelings of each individual. Specifically in this study, commitment is interpreted as the attitude of the implementers of the character education policy which reflects that they are sincerely trying to implement the policy. Each lecturer at Datokarama Palu State Islamic University as the implementor gave a positive response to the efforts to implement the character education policy. Lecturers at Universitas Islam Negeri Datokarama Palu are committed to implementing the character education policy for several reasons:

- a. Implementing character education policies by trying to instill character values in students is interpreted as worship which is the obligation of every human being according to the Word of Allah SWT. and Al-Qur'an Surah Az-Zariyat verse 56 which means "and I did not create jinn and humans except to worship me."
- b. Implementing character education policies to students means teaching useful knowledge that can be a source of *jariah* charity in exchange for endless rewards in accordance with the Hadith of the Prophet Muhammad PBUH, which means "when a man dies, all his deeds are cut off except three, namely *jariah* charity, useful knowledge or righteous children who pray for him (narrated by Imam Muslim).
- c. Implementing character education policies by instilling character values to students is the same as reminding students who can prevent lecturers from losses according to Allah's Word in the Qur'an Surah Al-Asr, which means "Indeed, mankind is in a loss, except for those who believe and do good deeds and advise each other for the truth and advise each other for patience.
- d. The substance of character education policy is integrated with course learning materials, so that commitment to implementing learning materials also implies a commitment to implementing character education policies.
- e. The character values formulated in the character education policy are almost all in accordance with the moral values or values of Islamic teachings which are determined as the object of study in the Vision of UIN Datokarama Palu as well as meaningful as a commitment to implement the character education policy.

2. Ingenious and Communicative.

The second element contained in the disposition factor is that policy implementers (Implementors) are expected to be smart and communicative. This means that lecturers as implementors have intelligence and communication skills in implementing character education policies. Lecturers as intelligent and communicative people with the explanation that the formal educational background is S2 and even many are S3, where the predicate level of education can be used as an indicator of intelligence symbols. In addition, the learners taught by lecturers are those who hold the title of the highest learners, namely students where teaching students requires intelligence. Considering that one of the main tasks of lecturers is to teach students every day, where lecturers must communicate with students, the two informants confirmed that lecturers undoubtedly have communication skills that are quite communicative.

Lecturers at Universitas Islam Negeri Datokarama Palu are intelligent and communicative with argumentation:

- a. The formal educational background of the lecturers is quite high, namely S2 and some are even S3, where the formal education strata reflect the intelligence of the lecturers.
- b. One of the instruments that can be used to measure the intelligence of lecturers is the academic potential test, where all lecturers have passed the test and passed. There are even lecturers who have taken the test several times and always passed.
- c. During their status as lecturers, some have participated in several scientific activities in the form of upgrading or training, workshops, seminars, symposiums, all of which will affect the improvement of lecturers' intelligence.
- d. Considering that one of the main tasks of lecturers is teaching, every lecturer is always actively studying to prepare himself for the implementation of this task, and this will further increase his intelligence.
- e. Lecturers at Datokarama Palu State Islamic University are also considered quite communicative, because every day they have to communicate with students which takes place continuously.
- f. The communication of lecturers at UIN Datokarama Palu should not be doubted because in addition to being accustomed to communicating with students, some of them are also active as Dai who occasionally appear to preach in various places.

Implementation of Character Education Policy Viewed from the Aspect of Bureaucratic Structure

Bureaucratic structure has a significant influence on policy implementation. A bureaucratic structure that is too long and fragmented will tend to cause inflexible organizational activities. In this regard, it will be questioned whether the bureaucratic structure at Universitas Islam Datokarama Palu does not hinder the implementation of character education policies. The bureaucratic structure is not an obstacle to the implementation of character education policies, because the implementation of these policies is not too bound by the bureaucratic structure. The reason is that the implementation of character education policies can not only be done in the provision of learning materials whose implementation is based on the schedule set by the faculty leader, but the policy can be implemented by lecturers every time

they interact with students. Displaying the attitudes and behaviors of lecturers that are full of moral values and exemplary by students can be considered as an implementation of the policy. Lecturers actively invite students to carry out various worship activities and social activities that are beneficial to the environment and others are also an implementation of the substance of the character education policy.

The bureaucratic structure at the faculty level consists of the faculty leader, namely the Dean assisted by 3 Vice Deans who oversee several study programs and a number of lecturers as academic implementing elements. These bureaucratic elements have their respective authorities but their implementation tends to be collaborative under the coordination of the faculty leader. The mechanism for implementing the functions of the bureaucratic elements can be described that the study program prepares a draft curriculum by involving the participation of lecturers, then the faculty leader organizes a workshop to discuss it by inviting lecturers to participate in contributing their thoughts. The curriculum design script that has been agreed upon in the workshop is proposed by the faculty leader to the Chancellor to be stipulated in a Chancellor's decree.

The bureaucratic structure related to the implementation of the character education policy is very simple and the stakeholders in the structure collaborate in fulfilling their functions. (Donahue, J. D., Zeckhauser, R. J., & Breyer, 2012) collaborative governance is a forum that plays a role in achieving the goals of actors who work together. This container is very important in meeting the demands of problem solving with collaborative methods

Based on the findings of this study, a minor premise can be formulated that the implementation of character education policies is effective when viewed from the aspect of bureaucratic structure. The supporting factors are that the bureaucratic structure related to character education policy implementation is very simple and stakeholders collaborate in fulfilling their functions under the coordination of bureaucratic leaders.

CONCLUSION

Based on the study's findings, the implementation of the character education policy is effective from the communication and disposition aspects. Communication-wise, the policy's transmission, clarity, and consistency have been optimal, ensuring that implementers have a thorough understanding of the policy's substance and objectives. Similarly, from the disposition aspect, the commitment, sincerity, intelligence, and communication skills of the implementers are highly effective. The implementers demonstrate a strong dedication to the policy, aligning it with the university's goals and viewing it as an act of worship. Their intelligence and communication abilities, bolstered by their education and experience, further support effective policy execution.

However, the resource aspect of the character education policy is less effective, with significant gaps in staffing and facilities. The average number of lecturers per study program is only five to six, which is insufficient to meet policy demands. Additionally, the facilities provided do not fully support the implementation needs. Despite these challenges, information and authority elements under the resource aspect are well-fulfilled, with implementers having formal authority and adequate information. The bureaucratic structure, on the other hand, does not pose a hindrance, as it is simple and flexible, allowing implementers to apply the policy seamlessly in their interactions with students.

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