



RESEARCH ARTICLE

Section: *Sociology and Community Development*

Student perceptions towards the implementation of higher education's character education program: Challenges and the role of the academic environment

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The purpose of this study is to assess students' understanding of character education, identify their awareness of the importance of this program, and demonstrate its effectiveness and accessibility in higher educational institutions. The descriptive-qualitative approach is employed through case studies at three universities in Medan City, with data collection through questionnaires distributed to 135 students. The interview technique was also used to obtain data. The results show that almost all students understand the concept of character education and the important conceptualization of moral development and ethics in higher education. Students also realize the need for character education programs and see them as an integral part of forming personality and ethics. Furthermore, lecturers and university administrators implement several special exercises for character education, including routines such as reading prayers before and after learning, comparing seats between students and female students, and providing a lesson plan (RPS) and a syllabus containing character values before semester teaching starts. In addition, higher education character education programs are meticulously planned and revised annually by the college through curriculum and policy evaluation to ensure the program remains successful and relevant for students' future national and international career development.

KEYWORDS: character education, higher education, learning

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Introduction

Character education has grown in importance in both global education and higher education's ethical development discussions over the past few decades (Chickering, 2010; Dalton & Crosby, 2010). In the midst of modernization and globalization, moral and ethical values are often neglected in the formal education process, which focuses more on academic aspects and technical skills (Brooks & Villacís, 2023; Sinar et al., 2023). This is in line with Arifin & Muslim (2020), who said that advances in science and technology can reduce or even eliminate human values, or what is called dehumanization. In fact, character education is essential for creating people who are not just cognitively intelligent but also have integrity and social responsibility.

The rapid development of knowledge and technology has significantly altered people's lives, particularly in our interactions and communication (Al Asy Ari & Rahman, 2020; Chuencharoen, 2021; Rudiyanto, 2024; Tiernan, 2020). On the other hand, this change also brings new challenges, such as increased cases of bullying, juvenile delinquency, and mental health problems. This situation shows that intellectual intelligence alone is not enough to face the complexity of modern life; it also requires strong emotional and moral intelligence.

Schools and educational institutions play an important role part in character development values in students (Ansori et al., 2024; Aswani et al., 2023; Yusuf et al., 2023). However, in practice, many educational institutions still pay little attention to this aspect. In Indonesia, the urgency of character education is increasingly felt in the effort to form a young generation that is able to compete globally but remains firmly rooted in the nation's cultural and moral values. The government has issued a number of policies and programs to encourage the implementation of character education in schools, but the challenges are still quite large. According to Kementerian Pendidikan Nasional (2010:1), since education produces a new, better generation of citizens, it is regarded as a preventive alternative. Education is supposed to be able to improve the quality of the country's youth in a number of areas that can lessen and diminish the causes of different cultural and national character issues as a preventive measure.

Data from PISA, conducted by the OECD, shows that students involved in character education programs have better results in aspects such as problem solving and social skills (Schleicher, 2016). This shows that character education can improve students' abilities to function effectively at the global level (Aditya et al., 2024; Humaeroh & Dewi, 2021). Global Citizenship Education (GCED): UNESCO reports that GCED programs that focus on character education improve students' understanding of global citizenship and human rights, and strengthen their commitment to positive social action. Research by "The National Foundation for Educational Research" in the UK shows that schools that implement character education programs experience a significant reduction in levels of negative behavior and an increase in student engagement.

Law Number No. 20 of 2003 strengthens the presence of internalized character education in the field of education (Wahab, 2022). The goal of national education, according to the law, is to educate the nation's life, build its civilization and character, and develop its capacities (Kennedy & Lee, 2020; Sirait, 2018). It seeks to foster in kids the capacity to develop into human beings with high moral standards and a belief in and devotion to God Almighty, a healthy body, knowledge, ability, creativity, independence, and the capacity to become responsible and democratic citizens. Character education not only contributes to more balanced individual development, but also improves academic achievement and creates a more conducive learning environment. Therefore, the integration of character education into the school curriculum is a non-negotiable necessity. This has also been mandated through Law Number No. 12 of 2011, which states that the aim of higher education is to make people believe in and be loyal to God Almighty, possess good morals, be healthy, intelligent, capable, independent, creative, skilled, competent, and cultured, all for the good of the country.

The importance of character education in higher education cannot be underestimated (Carr, 2017; Mujahidah et al., 2025; Munadzirah et al., 2023; Sinar et al., 2024). Given the various challenges posed by technological advances, character education must be integrated effectively in the curriculum to ensure that students not only develop academically but also morally and ethically. Therefore, a key step in producing graduates who are not only technically smart but also possess strong character, are prepared to take on the problems of the modern world, and make valuable contributions to society is comprehending and implementing character education in higher education.

In light of the issues that have been outlined, writers have studied the implementation and perceptions of students in higher education regarding the challenges and role of the academic environment in higher education.

Through this article, writers explored how character education values are implemented in higher education and the efforts made. By understanding and implementing character education effectively can create a future generation that is not only intelligent, but also has high morals and integrity.

Literature review

According to Lickona (1991), character education aims to develop human personality through character education. Munir (2010:4) claims that the development of human behavior, including moral behavior, integrity, accountability, respect for one's rights, and so forth, is the outcome of this education. According to Amirullah et al. (2021), the aim of character education is to develop fully realized Indonesians—human beings with a strong sense of responsibility, faith, and devotion to God Almighty for this life. This is in line with the statement from Koesoema A (2007:79), which states that character education is an alternative in order to fulfill the national education objectives. This is because character is a set of human behavior values that are related to God Almighty and all living creatures on earth. The Indonesian nation currently really needs character education to awaken and perfect the commendable qualities that every individual has from birth.

Generally speaking, the Ministry of National Education's strategy for cultural education and national character development is referred to as character education in Indonesia, and Character education instills values derived from national education goals, religion, Pancasila, and culture. According to Article 3 of the National Education System Law "Undang-Undang" No. 20 of 2003, national education helps to build and mold the nation's valuable character and civilization, as well as to educate the nation's life and develop students' potential to become human beings who believe in and are devoted to God Almighty, have good morals, are noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Through character education, students are expected to be able to improve, apply, and learn knowledge, internalize, and personalize character values and noble morals so that they are realized in their daily actions. Implementing character education in the education system necessitates a curriculum that adheres to the law's provisions and directions. The curriculum must be designed to reflect and support the goals and principles set out in the law, so that the education provided can meet the standards and expectations set.

In the context of contemporary education, the curriculum is understood as something more complex than just a collection of subject matter. According to Hirst (2010) and Peters (2010), curriculum is defined as "a program of activities designed systematically with the aim that students can achieve the desired results from the program." This definition is in line with the provisions in The curriculum is a collection of plans and arrangements pertaining to objectives, content, learning materials, and methods utilized in learning activities to meet the intended educational goals, according to Law Number (No.) 20 of 2003 Article Paragraph (19) (Kurniasih, 2014).

The curriculum is an organized sequence of activities designed to accomplish learning objectives, including extracurricular activities designed to strengthen student character outside of formal learning. According to the Ministerial Decree of Education and Culture "*Surat Keputusan Menteri Pendidikan dan Kebudayaan*" No. 060/U/1993 and No. 080/U/1993, extracurricular activities refer to activities carried out outside of the lesson time listed in the education program, adapted to school conditions and needs, and specifically designed to meet students' interests and talents.

Academics, social connections, student dangers, character development, and abilities are the five primary facets presented in this study. Overall, the study's findings demonstrate that participation in extracurricular activities can significantly improve a number of facets of students' growth. Apart from activities outside the classroom, such as extracurriculars, lecturers also have a significant impact on shaping student character and development through direct interaction in the learning and coaching process.

Lecturers' role in character education is critical in shaping student character (Azhari & Alaren, 2017). They carry out character education based on mutually agreed-upon commitments. Supporting factors that shape student character include lecturers' in-depth understanding of the concept and application of character education, as well as school infrastructure and facilities that assist the learning process and character education. The techniques applied by lecturers in character education must also be in accordance with established principles and methodologies (Amirullah et al., 2021; Choli, 2020; Wahyuningsih et al., 2020). However, there are several inhibiting factors in cultivating character education, such as individual student characteristics, lecturer attitudes,

and surrounding environmental conditions, which may not support the character education process optimally. Thus, although lecturers have a crucial role in character education, the success of this program is very dependent on several elements, including lecturer readiness, adequate facilities, effective techniques, and supporting external factors.

Method

A descriptive-qualitative methodology was used in this study to provide a comprehensive picture of students' comprehension of character education. In this regard, research on character education was conducted at three Medan universities, including the Universitas Sumatera Utara, Universitas Muhammadiyah Sumatera Utara, and the Institut Teknologi & Bisnis Indonesia. The Data collection was carried out through the distribution of 135 questionnaires containing open questions designed to explore students' understanding and experiences regarding character education. The interview was also done to gain the data, The research was expected to provide a comprehensive and in-depth picture of character education in three universities in Medan, as well as provide insight for developing more effective character education policies and practices.

Result and Discussion

Based on the analysis, 95% of students understand the idea of character education. The students view character education as an approach that aims to develop moral and ethical values, especially among university students. Character education concentrates on cultivating and enhancing positive traits like discipline, responsibility, respect, empathy, and cooperation. Its goal is to inculcate and uphold noble values that align with national culture, thereby shaping students' personalities to align with these values. in Indonesian society. It is hoped that this character education can produce a young generation with strong character and high integrity.

This seems to be in line with the need and importance of character education programs in universities (97.7%). Based on the obtained data, 97% of students expressed a strong need for character education programs in universities. This figure shows that the majority of students understand the importance of character education in their personal development during higher education. Students feel that character education is an integral part that can help them not only in the academic aspect but also in forming a strong personality, good ethics, and an attitude of responsibility. This awareness shows that students want universities to play an active role in instilling moral values that will be an important provision for them in the future, both in their careers and in everyday life.

According to the collected data, 98.5% of students expressed a strong need for character education programs in higher education. This program has a crucial role in shaping their personality, integrity, and readiness to face challenges in the real world from their point of view. Students realize that character education complements academic knowledge with important moral values such as responsibility, ethics, and the ability to work together. They comprehend that not only intellectual brilliance determines future success, but also the ability to act ethically, collaborate with others, and positively contribute to society. Students believe that character education programs are crucial for helping them acquire soft skills like communication and leadership, which are crucial in the workplace. With these values, students feel better prepared to make wise decisions, resolve conflicts, and maintain balance between their personal and professional lives. Overall, from a student's perspective, character education programs are a crucial foundation for shaping themselves into successful individuals, both in their careers and in everyday life, while still maintaining strong moral values.

However, there are still a number of students who do not know what curriculum is applied at their university. This uncertainty indicates a need to bridge the information gap, enabling all students to gain a comprehensive understanding of their educational system. However, apart from that, other students already know that their university uses the Independent Campus-Free Learning Curriculum/Kurikulum Merdeka-Belajar Kampus Merdeka (MBKM). This curriculum aims to provide flexibility in the learning process and integrate character education through various superior programs. The MBKM curriculum offers students the opportunity to engage in eight main programs. These programs include Independent Study, Domestic and International Student Exchange, Teaching Campus, Certified Internship, Entrepreneurship Program, Research, Humanities, Independent Campus allows students to choose programs and learning experiences that suit their interests and career goals. Through the integration of these programs, character education becomes an integral

part of the curriculum, ensuring that students not only gain academic knowledge but also develop important character values, creativity, and a readiness to contribute positively to society. Students perceive the lecturers in this curriculum to employ character education-integrated learning methods like project-based learning, case studies, and group discussions. The project-based learning method encourages students to collaborate and communicate, while case studies develop reasoning and analytical skills. Group discussions allow students to share opinions and listen to other people's points of view. These methods are effective in strengthening student character, including the values of leadership, teamwork, creativity, tolerance, and empathy, indicating that lecturers play a crucial role in building student character.

The role of lecturers is to integrate learning as a means of supporting character development. Apart from that, lecturers need to encourage students' interests and talents so that they can develop characters that are in line with main values. Lecturers are also required to design interesting learning, so that students can internalize good character values. Lastly, lecturers must be good role models for students.

In the learning process, lecturers have prepared a syllabus and semester learning plan (RPS), which integrates main character values such as religion, independence, responsibility, and integrity. Lecturers not only act as teachers, but they also serve as role models for students and encourage them to apply these character values. Researchers observed that lecturers tried to apply character values through exemplary and habituation methods. Some examples of exemplary behavior shown by lecturers include arriving on time, obeying college regulations, and having a neat and consistent appearance. Interviews with instructors who demonstrate their dedication to fulfilling this position further support this insight.

The students' completed surveys demonstrate the efforts made by lecturers in the form of example and habituation towards students. Based on the student questionnaire, it can be concluded that lecturers play a large role in forming student character, especially the main values of character education. As many as 88% of students agree that lecturers play an important role in encouraging students to become characterful individuals. Lecturers have a significant impact on shaping student character by providing positive attitudes and actions as examples and inspiration. They also often provide constructive input to help students face various challenges and develop their potential. Lecturers integrate character education into learning materials and models, such as case studies, discussions, and reflections, so that students can understand and internalize moral values, ethics, and positive attitudes. Apart from that, lecturers also function as a liaison between students and the outside world, including communities, organizations, and industry, which helps students develop social skills, leadership, responsibility, and other character values that are important for adapting to society and the world of work in the future.

Apart from the role of lecturers, the university environment outside the classroom also has a big influence on shaping student character. Extracurricular activities, including student organizations, both general and religious, play a role in developing social skills, leadership, cooperation, and responsibility. In addition, the MBKM internship program makes a significant contribution to shaping student character by improving professional abilities, perseverance, adaptability to the world of work, and work ethic. Community service programs also help students understand social issues in society, encouraging empathy, concern, and social responsibility. In addition, seminars and workshops that focus on professional ethics and leadership strengthen students' understanding of the importance of character values.

The students expressed that the university environment significantly shaped their character. An environment that is inclusive, supportive, and promotes positive values can help students develop their character. This is impacted by social contact on campus, which fosters the development of attitudes of empathy, collaboration, and tolerance among students as well as between students and instructors. The friendly and collaborative campus atmosphere motivates students to build mutually supportive relationships. Apart from that, extracurricular activities that prioritize organizational culture strengthen the values of integrity, cooperation, and responsibility, which are internalized within students. Lecturers, both course teachers and academic supervisors, also play an important role in providing guidance, advice, and motivation for students' personal and academic development.

"Saya berpendapat bahwa betapa pentingnya program pendidikan karakter di institusi kami. Di tengah pesatnya perubahan dan tantangan dunia modern, kami tidak hanya membutuhkan generasi yang cerdas secara intelektual, tetapi juga memiliki fondasi moral yang kuat."

According to the data obtained, leaders and lecturers believe that universities really need character education programs. They believe that, apart from providing academic knowledge, universities must also play a role in shaping student character. This program is considered important for instilling moral values, ethics, social responsibility, and integrity, all of which are fundamental aspects of forming a strong and sustainable personality amidst the challenges of the modern world.

“Kami sangat meyakini bahwa program pendidikan karakter memiliki relevansi yang kuat dengan tujuan pendidikan tinggi. Di perguruan tinggi, kami tidak hanya fokus pada penguasaan keahlian profesional, tetapi juga membentuk pribadi yang kreatif, inovatif, mandiri, dan bertanggung jawab. Dengan program ini, kami memastikan bahwa lulusan kami tidak hanya ahli di bidangnya, tetapi juga memiliki integritas dan nilai-nilai moral yang kokoh. Pendidikan karakter menjadi fondasi penting yang membedakan lulusan kami di dunia kerja dan masyarakat luas, menjadikan mereka tidak hanya sukses secara profesional, tetapi juga berperan sebagai individu yang beretika dan berkontribusi positif.”

Leaders and lecturers also believe that the character education program has strong relevance to the goals of higher education. They emphasized that universities do not only focus on developing academic competencies but also on forming an integral character for each student. With a character education program, universities can ensure that their graduates are not only professionals in their fields but also creative, innovative, independent, and responsible. These values are considered important to prepare students to face challenges in the world of work and society, as well as to create individuals who can make positive and sustainable contributions in various aspects of life.

“Terdapat beberapa praktik yang menjadi dasar penerapan pendidikan karakter di perguruan tinggi kami. Setiap sesi pembelajaran dibuka dan ditutup dengan doa. Ini dilakukan untuk membangun kesadaran spiritual, menanamkan rasa syukur, serta mendorong introspeksi diri pada setiap mahasiswa. Selain itu, kami juga menerapkan pemisahan tempat duduk antara mahasiswa laki-laki dan perempuan di dalam kelas. Langkah ini bertujuan untuk menjaga etika pergaulan dan menciptakan lingkungan belajar yang kondusif, penuh rasa hormat antar sesama mahasiswa. Pemisahan ini bukan hanya tentang aturan fisik, tetapi juga sebagai bagian dari upaya kami menanamkan nilai-nilai karakter, seperti kesopanan, kedisiplinan, dan rasa saling menghargai, yang semuanya merupakan pilar penting dalam pendidikan karakter.”

The data obtained regarding the basis for implementing character education in higher education shows several specific practices. Each learning session will be opened and closed with prayer, which aims to build spiritual awareness and instill a sense of gratitude and introspection among students. Apart from that, there is a separation of seating between male and female students in the classroom. This separation aims to maintain social ethics and create a learning environment that is conducive and full of respect between fellow students, in accordance with the values to be instilled through the character education program.

Based on data obtained from interviews with leaders and lecturers, it was found that universities need important character education programs to improve the quality of graduates. Interviews revealed that this character education program has a strong foundation, namely the vision and goals of higher education. The implemented curriculum also supports the implementation of character programs, including extracurricular activities that encourage students to strengthen their character. To ensure the effectiveness of character education programs, universities routinely carry out evaluations and improvements every year, so that obstacles can be minimized.

“Universitas kami telah merancang dan melaksanakan program pendidikan karakter yang sepenuhnya sejalan dengan visi, misi, dan tujuan institusi. Program ini dirancang secara khusus untuk mendukung visi kami dalam menghasilkan lulusan yang unggul, tidak hanya dari segi pengetahuan dan keterampilan, tetapi juga dari segi moral dan etika. Kami ingin memastikan bahwa setiap lulusan tidak hanya siap menghadapi tantangan profesional, tetapi juga mampu menjadi individu yang berintegritas dan

memiliki nilai-nilai karakter yang kuat. Dengan program ini, kami berharap dapat berkontribusi pada pembentukan generasi yang tidak hanya cerdas secara akademik, tetapi juga memiliki tanggung jawab sosial yang tinggi.”

The university has designed and implemented a character education program that is in line with the vision, mission, and goals of the institution. This program is designed to support the university's vision of producing graduates who are superior not only in terms of knowledge and skills but also in terms of morals and ethics. The college's mission, which focuses on developing individuals with integrity, creativity and responsibility, is reflected in every component of the character education program. This program ensures that students are not only ready to face academic challenges but are also ready to become leaders who contribute positively to society. The ultimate goal of this program is to create graduates who are professional, independent, and able to make significant contributions in their respective fields while still upholding the character values that have been instilled during their education at university.

“Program pendidikan karakter di universitas kami telah terorganisir dengan baik dan mencakup sasaran yang luas, termasuk mahasiswa, dosen, dan staf pengajar. Penyusunan program ini dilakukan secara terencana dan berkesinambungan, dengan jadwal yang disusun dalam periode tahunan. Kami memastikan bahwa setiap elemen di institusi ini terlibat dalam program, sehingga pembentukan karakter yang kuat dapat tercapai secara menyeluruh dan konsisten. Ini adalah bagian dari komitmen kami untuk terus meningkatkan kualitas pendidikan dan membentuk lingkungan akademik yang mendukung nilai-nilai moral dan etika.”

The character education program at this university has been well organized, with targets that include students, lecturers, and teaching staff. The preparation of this program is carried out in a planned and sustainable manner, with a schedule prepared over an annual period. Students are the main target of this program, where they are expected to be able to internalize the character values taught. Lecturers and teaching staff are also an important part of this program because they play a role in modeling and directing the implementation of character values in daily academic life. With annual planning, the program allows for periodic evaluation and necessary adjustments to ensure its effectiveness in achieving desired character education goals. Every year, this program is reviewed and adapted to the developing needs and challenges faced by the entire academic community, so that it remains relevant and has a positive impact.

The preparation of character education programs in tertiary institutions has been implemented with a mature and sustainable plan. This preparation process is carried out every year, ensuring that the program is always relevant and effective in responding to the needs and challenges faced by students. The implementation of character education program preparation begins with evaluating and reviewing the existing curriculum and policies. Every year, the program development team collaborates with leadership, lecturers, and other related parties to design and update the program. The goal of this annual preparation is to integrate student feedback, the latest educational trends, and changing societal needs into the character education program. With an annual approach, universities can ensure that this program not only keeps up with the times but also remains focused on the values that are important for the formation of student character. This helps to create a learning environment that supports the development of strong character and integrity, preparing students for success in their careers and personal lives.

“Menjalankan program pendidikan karakter di perguruan tinggi memberi dampak besar dan positif untuk semua pihak yang terlibat, serta untuk lingkungan sekitar. Bagi perguruan tinggi, menerapkan program ini bisa meningkatkan reputasi institusi karena menunjukkan komitmen kita dalam membentuk karakter mahasiswa, bukan hanya fokus pada aspek akademik saja. Program ini juga membantu meningkatkan kualitas lulusan, yang diharapkan tidak hanya ahli di bidangnya, tetapi juga memiliki nilai moral dan etika yang kuat. Dengan cara ini, perguruan tinggi bisa lebih kompetitif dalam menarik mahasiswa baru dan menjalin kerjasama dengan berbagai pihak”

The implementation of character education programs in universities has a broad and significant impact on all parties involved, as well as the surrounding environment. For universities themselves, implementing this program can improve the institution's reputation by showing commitment to building student character, not just focusing on academic aspects. This also contributes to improving the quality of graduates, who are expected to not only be competent in their field of study but also have strong moral and ethical values. In this way, universities can have greater competitiveness in attracting new students and establishing collaboration with various parties. For leaders, character education programs enable them to demonstrate effective leadership by supporting and implementing policies that focus on developing student character. This also helps leaders manage and direct education strategically, in accordance with the university's vision and mission. Lecturers, who act as teachers and mentors, have the opportunity to contribute to the formation of student character. This not only enriches their educational experience but also supports their professional development. They play an active role in guiding students to internalize important moral values. Students, on the other hand, get many benefits from character education. They learn to develop a strong personality, a positive work ethic, and the interpersonal skills necessary to succeed in the world of work. In this way, they feel better prepared to face challenges and make a positive contribution to society. Staff at the university also felt the program had a positive impact because the work environment became more harmonious and positive. Engaging in character education programs gives them a sense of accomplishment and involvement in broader educational goals. The environment around universities also benefits from character education programs also benefit the environment surrounding universities. Students trained with good character values are often involved in social activities and humanitarian initiatives, making positive contributions to society. In addition, universities that implement character education strengthen relationships with local communities, increase their active role in community development, and create a wider positive impact.

Character education is an approach to education that emphasizes the development of moral values, ethics and positive attitudes in students (Fitri, 2024; Ramadhani et al., 2024). At the international level, character education contributes in various ways. Character education helps students understand and appreciate cultural differences, increase their sense of tolerance and empathy towards others. This is especially important in an increasingly connected global society, where students must be able to work and interact with a variety of cultural backgrounds.

Many values in character education, such as honesty, responsibility, and integrity, are universal and accepted in various cultures. By promoting these values, character education contributes to the building of more just and peaceful societies globally. Character education can help students understand and overcome global social issues such as climate change, social injustice, and human rights. By equipping students with critical thinking and ethical skills, character education prepares them to become agents of positive change in society. Effective character education can strengthen international cooperation by instilling mutual respect and respect between nations (Alhamuddin & Murniati, 2024; Yulianti et al., 2016). This helps reduce conflict and increase cooperation in solving global problems. Character education prepares students to become ethical and effective leaders. Leaders who have strong values and high integrity will be better able to make decisions that advance the welfare of humanity as a whole.

By emphasizing character development, this education can help reduce negative behavior such as bullying and violence. This creates a more positive and supportive learning environment, which in turn contributes to a more harmonious society. By integrating character education in curricula in various countries, we can create a global generation that is not only academically intelligent but also has the integrity and empathy needed to face the world's complex challenges. Overall, character education programs not only have an impact on individuals within higher education but also provide significant benefits to the community and surrounding environment, supporting the development of a better and more sustainable community.

Conclusion

Apart from academic success, character education programs in higher education are crucial in developing people with integrity, creativity, and responsibility, which is why leaders, instructors, and students all view them as being quite vital. The implementation of this program is designed to instill moral values, ethics and social responsibility, which are necessary to meet the difficulties of the contemporary world. This program involves

the entire academic community through careful annual planning and has a broad positive impact on students, lecturers, staff, leaders, and the surrounding community. Students are expected to not only be competent in their field of study but also have strong characters who are ready to contribute positively to society. Overall, this character education program not only supports academic achievement but also strengthens the goal of higher education by producing exceptional graduates and contributing to the development of a better and more sustainable community.

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