



\*Corresponding author: Geminastiti Sakkir, English Education Department, Universitas Negeri Makassar, Indonesia

E-mail: [geminastitisakkir@unm.ac.id](mailto:geminastitisakkir@unm.ac.id)

## RESEARCH ARTICLE

# Student Perceptions of Character Education Policies in Higher Education at Universitas Negeri Makassar

Geminastiti Sakkir<sup>1</sup> & Karta Jayadi<sup>2</sup>

<sup>1</sup>English Education Department, Universitas Negeri Makassar, Indonesia.

<sup>2</sup>Fine Arts Education Department, Universitas Negeri Makassar, Indonesia.

**Abstract:** This study explores the perceptions of first-semester students in the Fine Arts Education Study Program at Universitas Negeri Makassar regarding character education policies in higher education. Using a qualitative descriptive approach, data were collected from 44 respondents through interviews, observation, and documentation. The findings reveal diverse understandings of character education policies, with students identifying their objectives as fostering integrity, responsibility, and ethical values. Respondents emphasized the integration of character education into the curriculum, teaching methods, and student evaluations. Specific implementations include discussions, case studies, and personal reflections that align with academic and character-building goals. Students largely perceived these values as relevant to academic and social life, fostering discipline, empathy, and collaboration. This research underscores the importance of aligning character education policies with practical applications in teaching and learning processes to cultivate holistic and ethical individuals.

**Keywords:** Perceptions, Students, Character, Education Policy.

## 1. Introduction

Character education is one of the main pillars in efforts to create a generation of people with high morality and critical thinking skills. In this context, character education becomes increasingly relevant amidst the challenges of globalization which brings social, cultural, and technological changes (Susanti, 2013). Universities, as the highest educational institutions, have a big responsibility to instill character values in their students, especially prospective teachers who will be agents of character formation for the next generation (Marzuki et al., 2019).

Character education policies have been integrated into the curriculum at various universities in Indonesia, covering core values such as integrity, responsibility, and cooperation, which are expected to be transformed into learning practices (Fikri et al., 2023). However, the successful implementation of the policy is not only determined by the policy itself but also by students' perceptions of its relevance and effectiveness. This perception can influence how students internalize character values in their lives (Rasyid, 2023). Research shows that even though character education policies already exist, their implementation is often not optimal, which can be caused by a lack of understanding, involvement, or support from the parties involved, including students (Marzuki et al., 2019; Fikri et al., 2023). Therefore, it is important to understand student perceptions regarding policy and implementation of character



education, especially in the context of study programs that emphasize creativity such as Fine Arts Education.

Students of the Fine Arts Education study program Universitas Negeri Makassar, as prospective teachers in the arts field, have a unique role in conveying character values through an artistic approach. Fine art, as a medium of expression, allows the delivery of moral messages creatively and interestingly (Kapoyos, 2020). However, the process of internalizing character values in students is very dependent on how they view the policies and implementation of character education in higher education (Fajar et al., 2021). As prospective teachers, students need to understand that character education is not only the responsibility of educational institutions but also part of their role as educators. Students who have positive perceptions of character education policies and implementation tend to be more able to apply these values in their teaching practice in the future (Setiawan et al., 2021).

Universitas Negeri Makassar, as a higher education institution that is committed to developing the character of its students, has implemented various character education policies. However, the extent to which this policy is understood, internalized, and appreciated by prospective fine arts teacher students is still an unanswered question. This research aims to fill this gap by examining student perceptions of policy and implementation of character education in higher education. It is hoped that this research can provide deeper insight into the effectiveness of character education policies and provide constructive input for future policy development (Fikri et al., 2023).

Based on the description above, research on the perceptions of students in the Fine Arts Education study program at Universitas Negeri Makassar regarding the policies and implementation of character education in higher education is very important to carry out. Therefore, this research needs to be carried out with the following focus: "Student Perceptions of Character Education Policies in Higher Education at Universitas Negeri Makassar (UNM)."

## 2. Literature Review

### 2.1. *Character Education in Higher Education*

Character education is an essential part of the national education system which aims to develop a young generation who not only excels academically but also has high morality. In higher education, character education does not only focus on formal learning aspects but also involves extracurricular activities and developing students' soft skills. Character education is expected to be able to strengthen national values, ethics and social responsibility which are important in social life (Fikri et al., 2023).

The success of character education in higher education is very dependent on the synergy between the curriculum, lecturers and students. Apart from that, universities are also expected to be an environment that supports character formation through a conducive academic culture and supporting facilities such as counseling centers and character development programs (Siswanto, 2020). With integrated character education, students are expected to be able to face global challenges with strong moral values (Samal, 2018).

As agents of social change, university students also play a role in spreading character values in society. In the context of globalization which brings new ethical challenges, character education is an important provision for maintaining the nation's moral identity (Munawarah & Hidayat, 2022). Therefore, the implementation of character education in higher education must continue to be adapted to the dynamics of the times without ignoring local values and national culture (Fikri et al., 2023).

Apart from building moral values, character education in higher education also has a strategic aim of forming students' soft skills that support their future careers. Soft skills such as leadership, effective communication, and the ability to work in teams are often developed through various character-based programs (Susanti, 2013). Students are expected to not only

excel academically but also adapt to various professional situations that demand integrity and responsibility (Siswanto, 2020).

Character education in higher education is also relevant in facing the challenges of the globalization era. In a global context, students are often faced with value conflicts between local culture and external cultural influences. Character education plays an important role in strengthening students' identity as individuals who uphold local values while being open to global thinking. With this approach, character education can create a generation that can contribute at the national and international levels without losing their identity (Tilaar, 2012).

Effective implementation of character education requires full commitment from the entire academic community, including lecturers, students, and campus management. This commitment can be realized through policies that support overall character formation, such as the integration of character values in courses, lecturer training, and the provision of supporting facilities. This holistic approach is expected to be able to create a campus environment that is not only academic but also ethical (Lickona, 1991).

## *2.2. Character Education Policy in Higher Education*

Character education policies in higher education are designed to provide a framework for instilling moral and ethical values in students. This policy usually includes the integration of character values in the curriculum, training of teaching staff, as well as the provision of facilities and programs that support student character development (Fikri et al., 2023). An example is the introduction of mandatory courses that teach the basic values of Pancasila, professional ethics, and citizenship.

However, the implementation of this policy often faces challenges, such as a lack of comprehensive understanding among lecturers and students (Siswanto, 2020). Several studies show that without good support and understanding from all stakeholders, character education policies tend to become mere formalities without a significant impact on student character formation (Fikri et al., 2023).

Apart from that, the success of character education policies is also influenced by the approach used. Approaches that are only theoretical are less effective than approaches that involve direct practice or experiential learning. Higher education institutions are expected to be able to develop innovations in implementing character education policies that are relevant to student needs, especially in the context of fine arts education which has great potential to instill values through creativity and art (Ramdani, 2018).

Character education policies in higher education often involve collaboration with external parties, such as the government, non-governmental organizations, and community communities. This collaboration aims to expand the scope of policy implementation so that students not only learn about character in the campus environment but also through involvement in community activities (Munawarah & Hidayat, 2022). An example is a character-based community service program that involves students as facilitators to instill moral values in a particular community.

Character education policies can also include the integration of technology into learning. In the digital era, universities can utilize online learning platforms to deliver character education material (Lembong, 2023). Technology allows students to learn about moral values through interactive content such as videos, simulations, and educational games. This approach not only attracts students' interest but also strengthens the internalization of values through media that is close to their daily lives (Lembong, 2023).

The sustainability of character education policies in higher education requires support from clear regulations and adequate resources. Higher education institutions need to allocate special budgets for character-based programs, such as lecturer training, curriculum development, and implementation of extracurricular activities (Fikri et al., 2023). In addition,

student involvement in the policy evaluation process can help universities understand the needs and challenges they face so that policies can continue to be improved.

### *2.3. Student Perceptions of Character Education Policies*

Perception is the process by which individuals interpret the information they receive from their environment. In the educational context, students' perceptions of character education policies reflect how they assess the relevance, effectiveness, and impact of these policies on their character formation (Samal, 2018). This perception can be formed through learning experiences, interactions with lecturers, and involvement in various campus activities.

Students who have a positive perception of character education policies usually feel that these values are relevant to their lives and can help in self-development. On the other hand, negative perceptions are often caused by a lack of understanding of policy objectives or implementation methods that are considered ineffective (Siswanto, 2020).

Another factor that influences student perceptions is the campus social environment. An environment that supports character development through various programs and activities tends to create a more positive perception. Therefore, universities need to ensure that character education policies are not only conveyed well but also internalized through an approach that suits students' needs.

Students as the main subject of educational policy have different backgrounds, experiences, and expectations regarding the implementation of these policies. This makes student perceptions an important indicator in assessing the success of a policy. Positive perceptions usually arise when students feel directly involved in implementing the policy process, such as through activities that support character values, for example, community service, seminars, or thematic discussions. On the other hand, if students feel that the policy is only a formality with no real impact, they tend to form negative perceptions that can hinder the effectiveness of policy implementation.

Students' perceptions of character education policies are also influenced by their personalities and the values they hold. Students with strong moral values tend to more easily accept and appreciate character education policies, while students who are less aware of the importance of moral values may consider these policies to be irrelevant. Therefore, universities need to take a more personal approach, for example with mentoring or counseling, to help students understand the importance of educational character for their personal development.

In addition, students' perceptions of character education policies are often influenced by the way the policies are delivered. Policies that are presented top-down without involving students in the formulation process tend to be considered not inclusive. A participatory approach, where students are allowed to provide input or participate in designing the program, can increase their sense of ownership and strengthen their positive perceptions of the policy.

Technology is also an important factor that influences student perceptions of character education policies. In the digital era, it is easier for students to access information and compare policies at their university with other institutions. If the character education policy on their campus is felt to be disproportionate or less innovative than other campuses, students tend to form less supportive perceptions. Therefore, universities need to utilize technology to support the delivery of character education policies, such as through online platforms, social media, or applications designed to facilitate the learning of character values (Lembong, 2023).

Apart from formal learning experiences, student perceptions are also influenced by non-formal experiences, such as involvement in student organizations, extracurricular activities, and social interactions in the campus environment. These activities are often an effective medium for instilling character values, such as leadership, cooperation, and tolerance. When students feel the real benefits of this activity, they tend to have a more positive perception of

character education policies. On the other hand, if the campus environment does not support character development through non-formal activities, students may perceive character education policies as irrelevant to their needs.

### 3. Research Method

This research uses a qualitative research approach. This research uses descriptive qualitative to explore student perceptions in depth. Data collected through interviews, observation, and documentation.

The subjects of this research are new students of the Fine Arts Education Study Program, Faculty of Art and Design, Universitas Negeri Makassar because in semester 1 there is an Introduction to Education and Teaching and Learning course. Where this research wants to know the perceptions of students in the Fine Arts Education study program at Universitas Negeri Makassar towards character education policies in higher education and analyze how the implementation of character education policies is felt by students in the learning process. Students in the first semester of the 2024/2025 academic year who take this course consist of 2 classes with a total of 63 students.

Qualitative data is collected and analyzed interactively as can be adapted from Miles and Huberman (1984). Data was collected; and then analyzed. The results of the analysis are then presented and concluded. Furthermore, the temporary conclusions obtained are verified or supplemented with other evidence found through subsequent data collection activities.

### 4. Results and Discussions

Based on the results of data collection and analysis carried out on 44 students taking education courses in the Fine Arts Education Study Program, data was found from questions regarding student perceptions of character education policies, where in this section there are 5 questions. Below are the questions and responses from students answers to these questions.

- (a). What do you know about the character education policy implemented on this campus?
- (1). Character education can vary between campuses: S1
  - (2). To shape the character and morals of students: S2
  - (3). Integrity of character values in the campus curriculum: S3
  - (4). Character education policies are regularly evaluated and developed to ensure their effectiveness: S4
  - (5). Have moral and ethical values in academic and social life: S5
  - (6). Integrate character education in courses: S6
  - (7). Honestly not satisfied, needs to be improved: S7
  - (8). aims to form students who not only excel academically but also have good character: S8
  - (9). forming leaders with integrity and competence: S9
  - (10). have integrity, responsibility, and good moral attitudes: S10
  - (11). Character values in the student behavior evaluation curriculum: S11
  - (12). The character education policy on this campus aims to shape students into individuals with integrity and responsibility: S12, S13.
  - (13). to shape good student character: S14
  - (14). This policy aims to form students with integrity, responsibility, and ethics: S15
  - (15). Lecturer training and development to improve teaching abilities and develop student character: S16
  - (16). Discipline policies, student services support: S17
  - (17). The character education policy on this campus aims to shape students into individuals with integrity and responsibility: S18, S24.
  - (18). an important step in forming student character: S19

- (19). character education policies are highly prioritized because morals and ethics need to always be prioritized, especially for prospective teachers who will teach them to their students: S20
  - (20). Have awareness and faith in God Almighty, carry out religious teachings well, have a sense of love for the country, uphold the values of Pancasila, be willing to fight for the progress of the nation, and have an attitude of helping each other, working together, and respecting differences in building a harmonious society: S21
  - (21). Foster critical, analytical, reflective, and real work characteristics: S22
  - (22). The character education policy on campus aims to form students who excel academically and have integrity and good moral values: S23
  - (23). Character education policy in higher education aims to form noble morals and character of students in a balanced and integrated manner: S25
  - (24). Character education policies on campus generally focus on developing moral, ethical, and leadership values through the curriculum, extracurricular activities, and community service: S26
  - (25). Maintaining civility: S27
  - (26). The character education policy on this campus is to shape the character and noble morals of students: S28
  - (27). What I know is that character education policy is to shape the character of a student so that they become moral, noble, and tolerant individuals: S29
  - (28). aims to form students who are not only academically competent but also have integrity, responsibility, and strong moral values: S30
  - (29). Character education is defined as an effort to instill good habits so that students can behave and act based on the values that have become their personality: S31
  - (30). Students can instill values such as honesty, discipline, caring, and cooperation through academic activities: S32
  - (31). Arrange learning activities in detail so that implementation is more structured. Create clear and consistent learning contracts: S33
  - (32). Campus teaches values such as responsibility, and discipline: S34
  - (33). They usually have fairly complete information about ongoing character education programs and policies: S35
  - (34). aims to shape students' noble character and morals: S36
  - (35). aims to shape students into individuals with character, integrity, and responsibility: S37
  - (36). organization: S38
  - (37). Extracurricular activities such as student organizations, social activities, or self-development programs that instill character values: S39, S41.
  - (38). good character education aims to develop students' potential to become students with character: S40
  - (39). polite, courteous, and commendable by norms and ethics: S42
  - (40). Aims to shape students' noble character and morals: S43
  - (41). To form humanist students: S44
- (b). How do you think this policy is implemented in the Introduction to Education and Teaching and Learning course?
- (1). To understand how certain policies can be implemented in the Introduction to Education and Learning course, we need to identify the type of policy in question: S1
  - (2). teaching and learning policies can improve student achievement and engagement: S2
  - (3). through moral values, effective tasks, ethical discussions, and attitude-based evaluation: S3
  - (4). the value of curiosity, perseverance, and responsibility: S4
  - (5). good enough: S5
  - (6). it is very important to align education and character: S6

- (7). provide clear guidance and tools to educators: S7
- (8). effective media for forming prospective educators who are not only academically competent but also have noble character: S8
- (9). discussion and debate to develop criticism and empathy: S9
- (10). moral values, ethics, and responsibility in teaching materials, active learning methods such as discussions and case studies, as well as character-based assessments through group assignments and projects: S10
- (11). Direct practice in the field and project-based learning model: S11
- (12). implemented by integrating character values into the curriculum: S12, S13, S41.
- (13). well and good I agree: S14
- (14). Through the integration of values such as responsibility, cooperation, and honesty in discussions and assignments: S15
- (15). Applying active learning methods, encouraging students to think critically and creatively, and integrating character values such as honesty, discipline, and responsibility: S16, S19, S24.
- (16). Provide insight into educational science and how to apply it in learning: S17
- (17). The character education policy in the Introduction to Education and Learning course is implemented by integrating character values into the curriculum: S18
- (18). by providing materials on psychology in education and ethics in teaching: S20
- (19). Implementation of character education policies in the Introduction to Education and Learning course is very important to form students who not only have knowledge and skills but also have good character: S21
- (20). already very good: S22
- (21). teaches the importance of friendly education for all students: S23
- (22). Learning and teaching policies and implemented in introductory education and learning courses by providing guidance and tools to improve learning: S25
- (23). implemented by integrating ethical values, responsibility, and social skills in learning, such as through discussions, case studies, and character-based assessments in the course: S26
- (24). Very good: S27
- (25). By providing clear guidance and tools to educators: S28
- (26). by providing clear guidance and tools to educators: S29
- (27). carried out through the integration of material that discusses the importance of character values such as honesty, discipline, and cooperation in the teaching and learning process: S30
- (28). as a prospective teacher understand the insights of educational science correctly and apply them in classroom learning: S31
- (29). character education policy is implemented through the integration of character values into learning materials, group assignment: S32
- (30). good: S33
- (31). Character values are included through materials and assignments, such as learning about teacher ethics and inclusive teaching methods: S34
- (32). Facilitate open discussions about values such as honesty, responsibility, tolerance, and empathy in educational contexts: S35
- (33). provide an understanding of educational theory and practice to students: S36
- (34). Formulate the campus vision and mission: S37
- (35). provide a general overview of the education system in Indonesia, the goals of national education, and the role of education in forming national character: S38
- (36). Understand the importance of character values in the education profession: S39
- (37). lecturers can integrate character values into courses such as explaining educational theory and student character values: S40
- (38). provide the best possible education and teaching: S42
- (39). Understand educational theory and practice: S43
- (40). Applying educational knowledge: S43

- (41). Prepare to implement education policy: S43
  - (42). Designing learning: S43
  - (43). Very good: S44
- (c). Does the material taught include character education values? Give an example!
- (1). Introduction to Education: Bachelor's degree
  - (2). Study and learning: S1
  - (3). Ethics: Masters
  - (4). Responsibilities: S2, S8, S9, S10, S11, S12, S13, S16, S18, S19, S23, S24, S25, S26, S30, S31, S32, S38, S40, S41, S43.
  - (5). Honesty: S2, S5, S7, S8, S9, S10, S11, S12, S13, S17, S18, S25, S29, S36, S38, S43.
  - (6). Forming character: S3
  - (7). Human nature: S4
  - (8). Educational objective: S4
  - (9). Teacher role: S4
  - (10). Educational environment: S4
  - (11). Disciplines: S5, S7, S8, S10, S16, S17, S19, S25, S29, S36, S38, S40, S43.
  - (12). Code of ethics: S6
  - (13). Religious: S7, S17, S21, S40.
  - (14). Tolerance: S7, S11, S17, S25, S29, S31, S36, S40, S43.
  - (15). Work hard: S7, S29.
  - (16). Creative: S7, S17, S29, S36.
  - (17). Standalone: S7, S17, S29, S36, S40.
  - (18). Democratic: S7, S17, S29, S43.
  - (19). Curiosity: S7, S17, S29, S43.
  - (20). National spirit: S7, S17, S29.
  - (21). Cooperation: S8, S10, S12, S13, S18, S23, S24, S26, S40.
  - (22). Consciousness: S9
  - (23). Empathy: S10, S32, S34, S41.
  - (24). Social concerns: S12, S13, S18.
  - (25). Active in class: S14
  - (26). Respect lecturers: S14
  - (27). Responsibility in tasks and collaboration in group projects: S15, S44.
  - (28). Respect and value others: S16
  - (29). Care for the environment: S17, S31.
  - (30). Maintaining behavior as a student: S20
  - (31). Awareness and faith in Almighty God: S21
  - (32). Nationalism: S21
  - (33). Integrity: S21, S23, S24, S26.
  - (34). In model material and learning approaches where we are required to act as analysts: S22
  - (35). Maintain good behavior: S27
  - (36). The material taught includes character education values: S28, S33
  - (37). Love for the country: S29
  - (38). Discussion of the importance of ethical communication between teachers and students: S30
  - (39). Justice: S32
  - (40). Class discussion: S35, S41.
  - (41). Group work: S35
  - (42). Self-reflection: S35
  - (43). Preparation of code of ethics: S37
  - (44). Portfolio: S39
  - (45). Evaluation and reflection: S41
  - (46). Social awareness: S42
  - (47). Cultural: S42

- (d). How do lecturers convey the importance of character education in these two courses? Is there a particular method used, such as discussion, case studies, or personal reflection?
- (1). The relevance of character education values in educational policy to academic and social life is very high: S1
  - (2). Clear and good: S2
  - (3). No specific method: S2
  - (4). OK, there is: S3
  - (5). Lecturers reminded the importance of character values in the world of education: S4
  - (6). Discussion together in class: S5, S6, S7, S10, S12, S13, S26, S28, S30, S32, S34, S37, S39, S40, S41, S42, S43, S44.
  - (7). Case studies: S6, S7, S10, S12, S13, S18, S25, S26, S30, S32, S34, S35, S41, S43.
  - (8). Personal reflections: S6, S10, S12, S13, S18, S20, S25, S26, S30, S32, S33, S34, S41, S43, S44.
  - (9). Not only theoretically but practically: S8
  - (10). Yes, there is: S9
  - (11). the lecturer delivers material about character using a very exciting discussion method: S11
  - (12). Discussion and teaching: S14, S16, S18, S19, S20, S22, S36.
  - (13). Lecturer uses discussion, case studies, and personal reflection: S15
  - (14). Lecturers can convey the importance of character education effectively: S17
  - (15). Lecturers can convey the importance of character education in the Introduction to Education and Learning course using various effective methods, such as interactive discussions, case studies, personal reflection, and field learning methods: S21
  - (16). This method exists because it can help understand and apply character education: S23
  - (17). Lecturers convey the importance of character education through discussions, case studies, and personal reflection to foster values such as responsibility, cooperation, and discipline in learning: S24
  - (18). Group project: S25
  - (19). Very good and easy to understand: S27
  - (20). Provide a good example, insert a moral message in every lesson, give appreciation and appreciation for being honest and open, teach good manners, provide inspiration: S29, S31.
  - (21). Teaching simulation: S30
  - (22). Sharing experiences: S35
  - (23). Encourage students to not only understand theory, but also feel and apply character values in everyday life: S38
- (e). Do you feel that the character education values in this policy are relevant to your academic and social life?
- (1). Relevance in Academic Life: S1, S8, S16, S21, S36, S40.
  - (2). Yes: S2, S3, S5, S6, S9, S19, S20, S23, S37, S38, S39, S44
  - (3). Very relevant to life in general: S4, S42.
  - (4). Discussion: S7
  - (5). Case study: S7
  - (6). Personal reflection: S7, S8.
  - (7). Collaborative project role-playing: S7
  - (8). Social: S8, S21, S40.
  - (9). The value of character education in this policy is very relevant to academic and social life: S10, S12, S29.
  - (10). Students are more disciplined and responsible in their surrounding environment: S11

- (11). The integration of these values helps form individuals who are not only academically intelligent but also have a strong and responsible character: S13, S18.
- (12). Not bad: S14
- (13). Very relevant, helps me be disciplined and appreciate differences of opinion: S15
- (14). The value of character education is relevant to academic and social life because it can help individuals develop strong and positive character: S17
- (15). Integrity: S21, S26, S41.
- (16). Religiosity: S21
- (17). Nationalism: S21
- (18). Independence: S21
- (19). cooperation: S21
- (20). I don't think all of them, but there are some: S22
- (21). The character education values in this policy are very relevant to academic and social life because they help shape integrity, responsibility, and the ability to work together, which are important in interacting on campus and in society: S24, S25.
- (22). Responsibilities: S26, S35, S41
- (23). Collaboration: S26, S35
- (24). Still lacking: S27
- (25). Can help individuals in various aspects of life including integrity, knowledge, and skills: S28
- (26). Very important in academic and social life, as these values help students maintain professionalism, collaboration, and healthy interpersonal relationships: S30
- (27). Academic education provides knowledge and skills that are important for a person's career: S31
- (28). Values such as discipline and responsibility are very relevant in managing time and working in groups, while empathy helps in interacting with friends from different backgrounds: S32
- (29). I think it is relevant and by societal norms: S33
- (30). Quite relevant, especially for campus life and preparation to become a teacher later: S34
- (31). Honesty: S35
- (32). Tolerance: S35
- (33). Professionalism: S41
- (34). Character is relevant to academic and social life, builds good character, and becomes an effective leader in the future: S43

The results of this research show a picture of the students' perceptions of the Fine Arts Education Study Program UNM towards character education policies in higher education, especially in the context of implementation in education courses. Of the 63 new students who were targeted for filling out the instrument, only 44 people responded, with the distribution coming from two different classes, namely class 01/A (34.09%) and class 02/B (65.91%). The majority of respondents were women (70.45%), while the rest were men (29.55%), and all were first-semester students.

Regarding student perceptions of character education policies, the data obtained shows that students have varying understandings of these policies. Most students stated that character education aims to form individuals who have integrity, responsibility, and good moral values. Students also consider that character education is an integral part of the curriculum designed to instill noble morals, ethics, and social awareness in academic and social life. Several students highlighted the importance of regular evaluation and development of policies to ensure their relevance and effectiveness.

Overall, the research results show that the character education policy in the Fine Arts Education Study Program at Universitas Negeri Makassar has had a positive impact on students, especially in building their awareness of the importance of character values in academic and social life. However, there is still room to improve the effectiveness of

implementing this policy through more innovative learning approaches, more systematic integration, and ongoing evaluation.

## 5. Conclusion

Students in the Fine Arts Education Study Program at Universitas Negeri Makassar generally have a positive perception of character education policies in higher education. They understand that this policy aims to form individuals with character, morals, and responsibility, both personally and professionally. Students also consider that character education is an important component of the curriculum that is relevant to their academic and social lives. However, students hope for further development of this policy so that it is better suited to their challenges and needs in the future.

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