

LITERATURE-BASED CHARACTER EDUCATION: BUILDING CHARACTER VALUES THROUGH BAHASA INDONESIA KEILMUAN (BIK) IN HIGHER EDUCATION

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Abstracts: Character education in the context of higher education is one of the things that is increasingly important in developing student ethics and morals. This is done with the aim of making students become individuals with high integrity and ethics. This research examines the application of character education through the Bahasa Indonesia Keilmuan (BIK) in higher education, focusing on character values that appear in a literary work. The problems studied are: (1) the effective implementation of character education in project-based BIK learning in higher education and (2) the improvement of critical thinking skills in character education based on literary writing in higher education. Literary cases and real-life contexts are used as tools to explore character values. The research method uses descriptive qualitative and the research approach uses a value-based learning approach. In Bahasa Indonesia Keilmuan (BIK), it can be applied to texts that contain moral message content and encourage discussion about character values. In addition, the use of technology and project-based learning can enrich learning by providing opportunities for students to apply character values in relevant contexts. The results of the study show that the use of this method can effectively facilitate a deeper understanding of character, ethics, and values in the context of Indonesian language. It is hoped that through the application of character values to Indonesian language learning in higher education has significant potential to form individuals who are more aware of ethics, improve critical analysis skills, application in real life, contribute positively to society, form moral leaders, have high integrity, and as an enrichment of Indonesian language learning. By implementing all of these things, it can show a commitment to the development of student character not only in academic aspects, but also in solid character and morals.

Keywords: Character education, Bahasa Indonesia Keilmuan (BIK), higher education.

INTRODUCTION

A university is an institution that is used as a provider of education at the highest level. In addition, universities have a structural obligation and are fully responsible for referring to the Indonesian Ministry of Education and Culture or to government policies in terms of education. This is in accordance with higher education mandated in Basic Law No. 12 of 2012 concerning the implementation of Higher Education as an effort to strengthen the integrity of Negara Kesatuan Republik Indonesia (NKRI). The purpose of higher education is to believe and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, skilled, competent, become democratic, responsible citizens (students love Indonesia and Pancasila), and cultured for the benefit of the nation. This is done in order to realize the profile of Pancasila students in building superior Sumber Daya Manusia (SDM) in the future. Therefore, there is a need for learning through courses such as: Religion, Pancasila, Civic Education, and Indonesian Language knowledge that can be applied in accordance with the Law.

Every element of higher education must bring the entire academic community to be able to maintain the integrity of the Republic of Indonesia. A good country can be determined by the value of the characteristics of its own country. A country that has strong characteristics can make a country that is dignified and respected by other countries. The Founding Father of the Indonesian state has poured an idea or a concept in the preamble of the Constitution of the Unitary State of the Republic of Indonesia in 1945 in alenia two says explicitly, that "delivering the Indonesian people to the front gate of the independence of the Indonesian state which is Independent, United, sovereign, just and prosperous".

A genius idea through education is one of the efforts of the state and assisted by the people of Indonesia as a very good effort. This is done to prepare the younger generation as the continuity of

golden life and the country can be better in the future. (Mughtar & Suryani, 2019). Based on these problems, it can be done through a process characterized by the inheritance of character education for the people in Indonesia, especially the next generation. The importance of implementing character education in learning is a necessity that is considered absolute. Therefore, the existence of character education can make students have good characteristics and bring up a habit in accordance with the reality as citizens, and can be applied in everyday life.

Character education comes from two separate words: education and character. Character education is an education system by providing a value cultivation in accordance with the nation's culture that takes into account the components of knowledge, attitudes feelings, and actions. According to Nur Azizah (2015) (Nurul et al., 2021) explains that character education is inseparable from the cultivation of noble values aimed at educating the character of each individual. Student character education can be developed through educational processes. According to Sudrajat (2010) (Insani et al., 2021) Character Education is a process of teaching ethics which includes information, attention, or readiness, which has the aim of becoming a good human being.

Berkowitz and Bier (2005) (in Wayan et al., 2020) Character education is an environment created to assist students in developing ethics, responsibility, modeling, and teaching good character through universal values. Zubadedi (Sholihah & Maulida, 2019) gives a different explanation in the meaning of character education, which is a deliberate effort from the dimensions of school life to help optimal character development. Character Education according to Lickona is a deliberate effort to help someone who can understand, pay attention to, and perform core ethical values. (Harahap, 2019).

Through a Bahasa Indonesia Keilmuan (BIK), the application of character education can be applied in terms of literary works. Indonesian language learning can bring out the effectiveness, activeness, and creativity of students in terms of written and oral works. (Rasyid Julianto, 2022). Regarding Bahasa Indonesia Keilmuan (BIK) in higher education, it is regulated by the government through a circular letter with the implementation of Mata Kuliah Wajib Universitas (MKWU). This states that universities are required to include courses in Religion, Pancasila, Civic Education, and Bahasa Indonesia Keilmuan (BIK). The policy aims to improve character education at the university level.

Meanwhile, through Bahasa Indonesia Keilmuan (BIK) course, students are expected to be able to develop a work in terms of language writing or scientific and non-scientific works and in terms of oral practice into the use of language as a means of communication and can be used in everyday situations. (Nuryani & Bahtiar, 2019). Bahasa Indonesia Keilmuan (BIK) courses can build and realize the characteristics of a country by distinguishing the perception between the teaching system in Indonesia and the education system in Indonesia. Indonesian language teaching focuses on the study of spelling, vocabulary, sentences, and discourse. Meanwhile, Indonesian language education focuses on students who are learning Indonesian.

According to Setyawati 2013 (in Amaliyah, 2022) explains that to practice language skills, it is necessary to have a superior attitude as the initial foundation for the formation of character education. Thus, the realization of this can be applied one of them through Bahasa Indonesia Keilmuan (BIK) courses in college. This can be seen in the four pillars of a language skill. The four language skills are realized through: listening, speaking, reading, and writing. With the existence of these four language skills, it can form a superior, harmonious, quality, and dignified student personality. In addition, the integration of character education in Indonesian is related to the concept of language politeness. (Amaliyah, 2022). Aspects of language politeness can be seen through one of the important things in language or communication activities, namely being able to speak or communicate politely and well.

Based on the problematic description above, Bahasa Indonesia Keilmuan (BIK) course can realize character values through a literary work. In addition, students can achieve a goal of learning to speak, work, and imagine well. As for other impacts on literary works, namely students can understand literary language knowledge, gain new knowledge in writing, can examine the structure of literary text analysis, and have a very high imaginative power. The estuary of this goal is to realize students to be able to have a superior human resource characteristic in the study of Indonesian language linkage analysis with character education.

RESEARCH METHODS

This research uses a qualitative descriptive method, which describes literature-based character education in Indonesian language courses in higher education. The research approach uses a value-

based learning approach. In Bahasa Indonesia Keilmuan (BIK), it can be applied to texts that contain moral messages and encourage discussion about character education values. Based on the data that has been obtained, a total of 461 students. The data is divided from management study programs 186 students, mechanical engineering study programs 32 students, law study programs 124 students, medical study programs 81 students, and physiotherapy study programs 38 students. All of these students have completed or passed Mata Kuliah Wajib Universitas (MKWU) both in odd and even semesters.

Meanwhile, data collection is carried out by researchers through listening, recording, and interviewing students who have completed or passed Bahasa Indonesia Keilmuan (BIK) course. This was done for ease of access in reaching and extracting information from respondents. Furthermore, research data through listening, note-taking, and interview techniques. The techniques of observation, notes, and interviews were carried out by researchers in collecting data by paying attention to the use of the relationship between a literary work and the value of character education.

RESULTS AND DISCUSSION

Effective Application of Character Education Values in Project-Based BIK Learning in Higher Education. The effectiveness of learning can be measured through the ability possessed by students while in class. Especially when students are doing a discussion activity. Mulyasa (2005) (in S & Wijoyo, 2023) According to Mulyasa (2005) (in S & Wijoyo, 2023), learning effectiveness is a situation of conformity between people who carry out tasks and the intended results. The effectiveness of learning is one of the creation of good quality education and can be measured by the achievement of a goal, or otherwise defined as accuracy in managing the situation.

Bahasa Indonesia Keilmuan (BIK) course that must be taken by all students. This is done in order to see the future prospects of students when making a written work in the form of final assignments in each course and final assignments towards a bachelor's degree. The ability to write students becomes a concern from all parties, especially from Indonesian language lecturers. Indonesian language learning requires the right strategy so that the material can be conveyed well. (Santika & Sudiana, 2021). In addition, character education can be seen in terms of writing procedures. Writing skills have one of the channels for strengthening in character education. Students' writing stages in carrying out a series of activities such as exploring various phenomena to get ideas for writing materials are a must for students, especially at the final level.

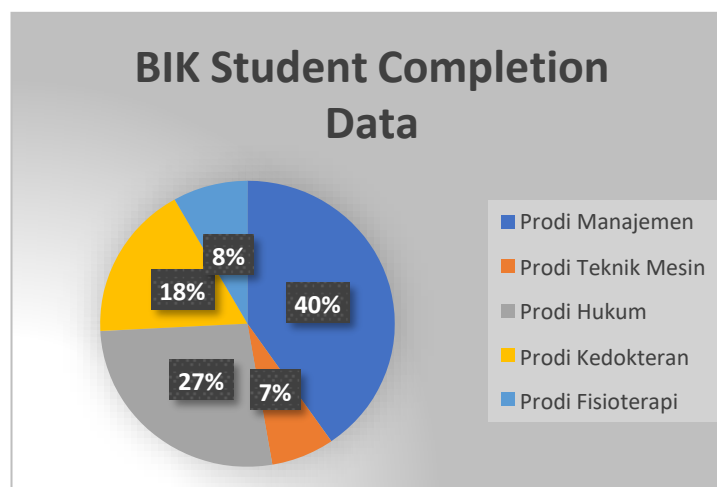
Character building through Bahasa Indonesia Keilmuan (BIK) can be done by practicing project-based skills. This context can encourage students to understand literary language knowledge, gain new knowledge in writing, can examine the structure of literary text analysis, and have a very high imaginative power. The values contained in literature-based Bahasa Indonesia Keilmuan (BIK) can be seen from the work of short stories and novels, including: (1) respect for the work of others, for example: short story "Senyum Karyamin" by Ahmad Tohari, short story "Wanita Berwajah Penyok" by Ratih Kumala, novel "Sejarah Rumah Kaca" by Pramoedya Anantatoer, novel "Sirkus Pohon" by Andrea Hirata and so on; (2) having creative thinking, examples such as: short story "Rumah yang Terang" by Ahmad Tohari, novel "Saman" by Ayu Utami, novel "Daun yang Jatuh Tak Pernah Membenci Angin" by Tere Liye and so on; (3) responsible, examples such as: short story "Aku dan Tanggungjawabku" by Tanasya Nurul Mustakimah, short story "Davina dan Keluarga Jahat" by Mampuono, novel "Negeri 5 Menara" by Ahmad Fuadi, novel "Puya Ke Puya" by Faisal Oddang and so on; (4) curiosity towards positive things, examples such as: short story "The Story of BJ Habibie's Childhood" by Elpianur Archmad, short story "The Story of the King's Daughter" by Mampuono, novel "Moga Bunda Disayang Allah" by Tere Liye, novel "Five Stories: The Story of Becoming an Adult" by Desi Anwar and so on; (5) religious, for example: short story "Raja dan Orang Miskin" by Mike B, short story "Garis Takdir" by Silla Agustin, novel "Ayat-Ayat Cinta" by Habiburrahman El Shirazy, novel "Surga yang Tak Dirindukan" by Asma Nadia and so on; (6) honest, examples such as: short story "Honest is better" by Noviantika, short story "An Honesty" by Kyndaerim, novel "Botchan" by Natsume Soseki, novel "Little House on the Big Woods" by Nandy and so on; (7) and (14) tolerant and peace-loving, examples such as: short story "Tolerance in Religion" by Syaodah Afinan, short story "Dari Timur" by Ama Achmad, novel "Kambing dan Hujan" by Mahfud Ikhwan, novel "Sang Raja" by Iksaka Banu and so on; (8) discipline, examples such as: short story "Bona Anak yang Disiplin" by Tedi Rustondi, short story "Sepenggal Cerita tentang Corona" by L. Bowo Pristiyanto, novel "Almost Adulting: A Self-Help

Approach to Deal With Quarter-Life Crisis" by Nadhira Afifa, the novel "Stop Overthinking" by Nick Trenton and so on; (9) hard work, examples include: short story "Hard Work that Leads to Achievement" by Hendra, short story "My Best Dad" by Khairina Dwi Rivani, novel "To Heal is To Let Go" by Tere Liye, novel "Surti + Tiga Sawunggaling" by Goenawan Mohamad, novel "Children of Semar" by Sindhunata and so on; (10) and (11) national spirit and love for the country, examples such as: short story "Merdekanya Petani" by Aji Santoso, short story "H- 1" by Nida An Khafiyya Alhadyie, novel "Laut Bercerita" by Leila S. Chudori, novel "Segala Diisap Langit" by Pinto Anugerah and so on; (12) friendship, examples such as: short story "Monalisa" by Grace Paris, short story "Teman Pertama" by Nadira Erwanto, novel "Tetralogy of Laskar Pelangi" by Andrea Hirata, novel "Negeri 5 Menara" by Ahmad Fuadi and so on; (13) and (15) communicative and fond of reading, examples such as: short story "Mereka Besar Karena Membaca" by Suherman, novel "Sang Pemimpi" by Andrea Hirata, novel "Edensor" by Andrea Hirata and so on; (16) and (17) environmental care and social care, examples such as: novel "Negeri 5 Menara" by Ahmad Fuadi, novel "Travelers Tale" by Adhitya Mulya, novel "Tetralogy of Buru" by Pramoedya Ananta Toer, novel "Pulang" by Leila S. Chudori and so on.

The material taught in the Bahasa Indonesia Keilmuan (BIK) is divided into five major themes. The five themes are: (1) understanding the history of Indonesian, related to before and after independence, position, function, characteristics, and language varieties; (2) Ejaan Yang Disempurnakan (EYD), related to the systematic use of spelling in language; (3) language rules, related to the selection of words, sentences, and paragraphs; (4) producing written works or the application of scientific papers, related to the form of work that has been made and adjusted to the style of writing language properly and correctly; (5) speaking formally, related to the use of language has begun to be organized in such a way, meaning that it can speak properly and correctly, and can be applied in everyday life. Thus, the material that has been obtained is in accordance with the implementation of project-based learning in Bahasa Indonesia Keilmuan (BIK). This is done by having very productive learning objectives.

Project-based learning (PjBL) is a learning approach that gives students more freedom to plan and manage education. By using this method, students and college students do not just passively obtain information; they also actively participate in the design, implementation, and evaluation of projects related to the subject matter being studied. This method emphasizes practical experience and cooperation, so that students can gain a better understanding of the subject matter and improvement of essential skills. This method emphasizes practical experience and cooperation. According to Krajcik and Blumenfeld (2006) (in Rafiud Ilmudinulloh, 2022) explained that there are five elements in the project-based learning model, namely: (1) driving question leading question; (2) situated inquiry, search atmosphere; (3) collaboration, collaboration; (4) learning technologies, technology in learning, and; (5) artifact, the product of the project results.

The use of project-based learning is actually not easy to do and implement. Educators must act as a companion who can help or play an active role in the learning process. This is done in order to help, challenge and provide guidance to students. However, PjBL can create a very deep, relevant and motivating learning experience when implemented properly. This experience can prepare students to be able to face challenges later in the real world well.



The implementation of project-based learning has been carried out on students who have completed the Bahasa Indonesia Keilmuan (BIK). Based on the data that has been obtained, a total of 461 students. The total percentage is seen from the number of 100% which consists of various study programs. The data is divided from management study programs 186 students from four classes and has a percentage of 40%, mechanical engineering study programs 32 students from one class and has a percentage of 7%, law study programs 124 students from two classes and has a total percentage of 27%, medical study programs 81 students from one class and has a total percentage of 18%, and physiotherapy study programs 38 students from one class and has a total percentage of 8%. All of these students have completed or passed Mata Kuliah Wajib Universitas (MKWU) both in odd and even semesters.

The project-based learning model can be implemented in Bahasa Indonesia Keilmuan (BIK) courses, namely regarding basic understanding, understanding the work model, and implementing the work model in the form of written work submitted in various media. The media that can accommodate such as: journals, newspaper opinions, magazines and so on. There are several stages in doing project-based learning, namely: (1) preparation or design; (2) topic selection assignment; (3) activity planning; (4) investigation, discussion, and representation; (5) finishing, and; (6) evaluation.

The first stage of project-based learning is preparation or design, this stage creates a project framework that is useful as a provider of information needed. Second, topic selection assignment, this stage students choose a given topic. Third, activity planning, students can choose to work on the project individually or in groups. Fourth, investigation, discussion, and representation at this stage students can read as many references as possible. Fifth, finishing, students make projects and reports according to the theme and according to the deadline. Sixth, evaluation, in making projects there must be an evaluation of the projects that have been made. The implementation of project learning is supported by careful planning through RPS, and the availability of LMS, teaching materials, assessments, media, and learning resources.

**Success Rate of Project Based Learning
Character Education with Literature**

Study Program	Number of Students	Journal	Newspaper Opinion	Magazine	Incomplete Unggah
Management Study Program	186	2 (1%)	175 (94%)	0 (0%)	9 (4%)
Mechanical Engineering Program	32	0 (0%)	5 (15%)	0 (0%)	27 (84%)
Law Study Program	124	1 (0,8%)	118 (95%)	0 (0%)	5 (4%)
Medicine Study Program	81	2 (24%)	11 (13%)	0 (0%)	68 (83%)
Physiotherapy Program	38	0 (0%)	38 (100%)	0 (0%)	0 (0%)

The results of the project-based learning model, namely from a total of 461 students divided into five study programs, have a level of success or not in analyzing the relationship between character education and literary works. The following data details the success. First, from the management study program 186 students from four classes and had the success of submitting to the journal media of 2 students (1%), newspaper opinions of 175 students (94%), magazines of 0 students (0%) and the remaining 9 students had not succeeded in submitting in the media (4%). Thus, the management study program has a success rate for the project- based learning model of 95%.

Second, from the mechanical engineering study program 32 students from one class and have

successfully submitted to the journal media of 0 students (0%), newspaper opinions of 5 students (15%), magazines of 0 students (0%) and the remaining 27 students have not successfully submitted to the media (84%). Thus, the mechanical engineering study program has a success rate for the project-based learning model of 15%.

Third, from the law study program 124 students from two classes and had the success of submitting to the journal media of 1 student (0.8%), newspaper opinions of 118 students (95%), magazines of 0 students (0%) and the remaining 5 students had not successfully submitted to the media (0.4%). Thus, the law study program has a success rate for the project-based learning model of 95%.

Fourth, from the medical study program 81 students from one class and had the success of submitting to the journal media of 2 students (24%), newspaper opinions of 11 students (13%), magazines of 0 students (0%) and the remaining 68 students had not succeeded in submitting in the media (83%). Thus, the medical study program has a success rate for the project-based learning model of 16%.

Fifth, from the physiotherapy study program 38 students from one class and have successfully submitted to the journal media of 0 students (0%), newspaper opinions of 38 students (100%), magazines of 0 students (0%) and the remaining 0 students have not successfully submitted in the media (0%). Thus, the physiotherapy study program has a success rate for the project-based learning model of 100%.

There are several important things that must be considered in the project-based learning model in order to run successfully, namely: the carrying capacity of students can carry out effective guidance, share time management, and productive use of technological resources. Lecturer capacity includes competency, social and pedagogical development opportunities. Effective group work that has student participation and activeness in self-directed learning. Assessment emphasis on reflection, self or paired evaluation that monitors work progress. Student autonomy with a sense of control over learning.

Thus, character education can have a positive influence in terms of morals, especially for the younger generation or students within the scope of Gen-Z. (Al Asadullah & Nurhalin, 2021).. Character education must be strengthened in various learning strategies, one of which is through Bahasa Indonesia Keilmuan (BIK) in the field of scientific and non-scientific papers. The cultivation of character education in learning on campus can have a goal to internalize the values of character education in everyday life.

Improving Critical Thinking Skills in Character Education Based on Literary Writing in Higher Education

Writing is a skill in the hardest thing by pouring ideas into writing. Therefore, writing activities are not as easy to do if you are not used to it. Writing can also be interpreted as an activity in transferring oral ideas or thoughts in written form. Someone who is skilled in oration or lecture is not necessarily proficient in writing or vice versa. This is because written language has differences with spoken language. Based on a survey by Suparno and Yunus (2009) (in Armariena & Murniviyanti, 2019) said that the most disliked aspect of language learning by students is writing.

In this activity, students use critical thinking skills indirectly by analyzing literary works. Students use a literary analysis approach to make conclusions or solve the problems they are looking for. Ennis (in Saputra, 2020) said that critical thinking is a process in expressing goals with strong reasons for taking an action and belief in certain problems. According to Kerry O'Donnel (2017), there are five steps taken to solve critical thinking skills problems: First, problem identification, The first stage in critical thinking skills is to identify the problem. Current issues must be considered and clearly explained. Actually, problems like this need to be asked. Find out the cause of the problem and the worst impact if there is no improvement or resolution. Determine who should be involved in the resolution process as well. Second, gather information, Reasons and possible solutions should be sought, but should not be ignored. Everything possible should be studied further. There is no doubt about other people's perspectives on this. There is a need to determine the validity and reliability of the object being studied. Third, evaluation of evidence, the information or evidence at hand must be evaluated. Information must be ensured to be accurate. All sources are impartial and reliable, and the origin of information from more than one source must be confirmed. Information must be examined to ascertain whether the data is fact or opinion. Any sources of evidence for interpretation should be included. Fourth, consider solutions, the conclusion of the evidence evaluation should result in several solutions. Each option should have advantages and disadvantages. It is critical to solve the current challenge, and the solution must deliver results in both the short and long term. Fifth, select and

implement, there are three important things to consider when making a decision, namely: (1) determining the total risk associated with the solution; (2) implementation of the solution, and; (3) agreement on any priorities that must be met. Once a solution is selected and implemented, the results are monitored and improvements are required.

Approach as a critic's (researcher's) point of view towards literary works as objects that can be understood independently without regard to the interests of authors and readers; as objects related to the interests of readers; and as objects associated with the social conditions that surround them (Yudiono, 2009: 43). The above approaches have been used to analyze many literary works. One example of the use of the mimetic approach is Mu'in's journal (2016), which discusses the reflection of the African-American experience in literature from the novel *Native Son* (1940) by American writer Richard Wright.

Writing skills cannot be separated from the ability to think, especially in terms of critical thinking. (Armariena & Murniviyanti, 2019). Writing activities can help someone to be able to improve in terms of critical thinking. In learning to write, there are five types of essays, namely: description, narration, argumentation, persuasion, and exposition. The five essays are closely related to critical thinking. Language proficiency is very important for students to improve literacy and critical thinking skills. (Ratnaningsih & Suyoto, 2019).

Writing activities in the form of critical thinking skills can make a real contribution to the structure and content of the products produced by students. The products of student writing are in the form of essays or scientific papers. Developing an idea in the form of writing makes a challenge for students. (Aulia & Kuzairi, 2021). This can provide a stimulation for students in developing their own opinions, opinions, and perspectives. In writing scientific papers, students can focus on topic thinking, provide background and initial ideas through the topic raised, develop ideas exploratively so that they can be designed in scientific and non- scientific papers.

In literary analysis, students use the four approaches to literary analysis to analyze short stories and novels. In addition, students evaluate the results of the analysis to determine which parts should be written into articles. Furthermore, the results of the analysis are explained and summarized in an analysis paper. Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating are the six levels of cognitive hierarchy, according to Anderson and Kathwoll (in Paul & Elder, 2008). Levels one to three (Remembering, Understanding, Applying) are basic skills, low thinking skills (LOTS), and reflexive and almost automatic abilities. While levels four to six (Analyzing, Evaluating, Creating) fall under HOTS, higher order thinking skills. There is evidence that students have reached the "creating" stage in their activities in literary analysis classes. Thus, it can be concluded that learning to teach literary analysis can help students acquire high critical thinking skills, or HOTS.

Many challenges need to be faced to explore an idea or critical idea in scientific writing. Tahira and Haider (2019) (Aulia & Kuzairi, 2021) gave the opinion that there are three difficulties in writing by using critical thinking, namely: (1) students' lack of understanding of the concept of critical thinking; (2) students' lack of knowledge and insight in exploring issues or ideas, and; (3) inaccurate use of language structures.

In addition, critical thinking can shape a person's personality to be more measurable to what power he has. As for examples of problems such as solving a problem, acting to do something, and arguing in presenting an argument. All of these things certainly require critical thinking. This is because everyone will definitely need a high level of reasoning to be able to solve it. (Asdarina et al., 2019).

Thus, there are various ways to address the improvement of critical thinking skills in character education based on literary writing in higher education, namely: (1) often practicing in listening skills, meaning that the ability of skills in terms of active listening is a basic concept that is owned. Application in literary writing can be proven by means of short stories or novels that have been filmed. Although the content study is definitely not as complete as that in a short story or novel. However, the intent and purpose are the same. (2) ask questions often, meaning ask questions often in the academic world in order to develop your basic skills and broaden your horizons. (3) learn to understand from other people's perspectives, meaning that you can receive or be given input on the basis of scientific insights that are less precise or already precise from others. This is done in order to share and analyze information whether it is correct or not and has been drawn based on a common thread. (4) start learning to consider the future perspective, meaning that everything that is conveyed and learned can be used appropriately and useful in the future. (5) learning to understand in terms of mental processes, meaning that having

an ability in terms of critical thinking can identify prejudices against oneself when making decisions. In addition, it can be done by understanding, listening, interpreting, and reacting to the information that has been obtained. (6) having a mentor, meaning that being with a mentor can help learn many things, such as working together to make a decision and solve a problem. A mentor will stay focused on helping solve a problem when using a critical approach. In fact, mentors will provide specialized advice and resources to help improve critical thinking skills.

CONCLUSIONS

Based on the research results, the following conclusions can be drawn:

1. Based on data taken from the application of character education values in project-based Bahasa Indonesia Keilmuan (BIK) effectively in higher education can be said to be smooth and good. A strengthening through the carrying capacity of students can do effective guidance, divide time management, and productive use of technological resources. Lecturers' carrying capacity includes competency, social, and pedagogical development opportunities. Effective group work that has student participation and activeness in independent learning. Assessment emphasis on reflection, self or paired evaluations that monitor work progress.
2. The results on the project-based learning model are from a total of 461 students divided into five study programs, namely: management study program 186 students from four classes have the power of success on project-based learning models by 95%. Mechanical engineering study program 32 students from one class have the power of success on project-based learning models by 15%. Law study program 124 students from two classes have a success rate of project-based learning model of 95%. Medical study program 81 students from one class have a success rate of project-based learning model by 16%. Physiotherapy study program 38 students from one class have a success rate of the project-based learning model of 100%.
3. Improving critical thinking skills in character education based on literary writing in higher education requires a significant increase. Writing activities in the form of critical thinking skills can make a real contribution to the structure and content of products produced by students. Writing skills cannot be separated from the ability to think, especially in terms of critical thinking. The product of student writing is in the form of essays or scientific papers. Developing an idea in the form of writing makes a challenge for students. Therefore, writing activities are not as easy as it is done if you are not used to it. Writing can also be interpreted as an activity in transferring oral ideas or thoughts in written form.

ADVICE

Based on the above conclusions, the author can provide some suggestions as follows:

1. For students, it is expected to develop a skill in the application of character education values in project-based BIK learning effectively in higher education.
2. For Lecturers, as supervisors of teaching and learning activities, are expected to continue implementing the learning process of literary analysis using literary analysis because this is proven to trigger students to think critically.
3. For future researchers who are interested in raising similar research topics, they can add other studies that are more in-depth to make learning clearer and more interesting.

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