



# The Implementation of Character Education Based on 2013 Curriculum in the Elementary and Secondary Schools of Kupang Nusa Tenggara Timur Indonesia

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## Abstract

This research aimed to know the implementation of character education based on the 2013 curriculum in Kupang City, Nusa Tenggara Timur. The research approach used to obtain the data was qualitative by using survey and descriptive designs. The research was conducted at SD and SMP in Kupang City of (1) SDN Osapa Kecil 2, (2) SD Inpres Osapa, (3) SDN Kelapa Lima 1, (4) SD 2 Don Bosco, (5) SD Don Bosco (6) SMPN 5 Kota Kupang, (7) SMPN 8 Kota Kupang. The data were collected using: (1) questionnaire, (2) document, (3) interview, and (4) observation. The research results indicated that the implementation of character education in Kupang City has been integrated as: (1) the teacher has implemented character education as stated in the lesson planning activities. (2) School culture in the effort to support the implementation of character education such as (a) discipline of school attendance, flag ceremony, school rules (b) religiously through greetings, smiles, congregational worship, (c) school programs through the socialization of character education either orally or in writing, (e) clean and healthy life in the form of cleanliness concern towards the school environment, (f) the students' culture of queuing up for any activity performance.

**Keywords:** Character Education; 2013 Curriculum; Elementary and Secondary Schools

## 1. Introduction

Education is the foundation for the character formation of the nation. This view is reinforced by (1) who also stated that good character must be the focus in gaining an academic achievement. A great education is an education that is able to crystallize the character of learners who have a strong identity as a great nation. Therefore, (2), based on the results of his research, stated that schools applying the character education tend to have higher academic value.

A Character is a reliable inner disposition to respond to situations in a morally good way (3). Hence character determines one's personal thoughts and actions. The application of character education in schools should be based on the value of the basic character. Further developed into higher values (which are not absolute or relative) in accordance with the needs, conditions, and school environment(4). A good character is an inner motivation to do what is right, according to the highest standards of implementation in every situation. The character of the nation does not form naturally but character formation can occur through (1) learning, (2) habituation, and (3) culture. This requires careful and calculated success planning(5, 6). It deals with teaching students to develop the ability to decide how to behave in the right way in various social situations in order to develop individuals who are able to understand moral values and perform the right thing. Character education is important for human growth as a whole, and should be implemented earlier (7).

## 2. Literature Review

According to the Ministry of National Education (2010) establish eight values in the character education include (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard work, creative, (8) democratic, (9) curious, (10) have a national spirit, (11) love for the homeland, (12) respect for achievement, (13) friendly / communicative, (14) peace-loving, (15), reading enthusiast, (16) care about the environment, (17) social care, and (18) responsibility. With the existence of eighteen character values above, then the role of the school in the character education of the nation becomes very crucial to be done by all components of the school. For instance, the teachers and the principal in various forms of activities with the aim to develop character, learners' morals as part of the ways in the view of attitude and action which indicates the existence of glory. A number of definitions and interpretations of character education in principle have a basic value of generosity, kindness, honesty, tolerance, trust, integrity, loyalty, justice, freedom, equality, and respect and diversity (8, 9).

The implementation of character education in the macro context of national and state life of Indonesia is a commitment of all sectors of life, not the national education sector only. (10) stated that there are two main goals for educating children and youth: cognitive development associated with academic achievement and character building, which includes personal values and citizenship competencies.



Fig. 1: The implementation of character education in macro context

In addition to the above macro context, the micro context in the family and community is strive to be a strengthening process from parents/guardians and community figures to noble character behaviors developed in educational units in daily activities at home and in the community. This reinforcement can successfully require participation through school committees, pupil counseling, students visits/activities related to a collection of school and family activities aimed at equalizing the steps in character building at school, at home, and in the community. Character education program in micro context can be shown in Figure 2 below:



Fig. 2: The implementation of character education in micro context

This is in line with the opinion of (3, 11, 12) who said that character education is a devotion developed with deliberate effort in order to maximize students' ethical behavior. In fact, character values have not been systemically integrated into elementary school management. This is demonstrated by the fact that there are still primary schools that have not really cultivated the value of a character in the education climate within. In addition, it is found that there are still school activities that have not been used seriously to integrate character building values. The principals in some elementary schools have not fully provided the maximum support for the implementation of character education in their schools.

The Ministry of Education and Culture has set the 2013 curriculum as the foundation for character building. In the curriculum formulation of 2013 cognitive aspects occupy a major role compared to the cognitive and psycho-motor aspects. This is in accordance with what is said by (13) that curriculum of 2013 has a role to prepare the Indonesian generations to have the ability to adapt as a person and citizen who is faithful, productive, creative, innovative and effective and able to contribute to the life of society, Nation, state, and civilization of the world.

### 3. Research Methodology

This research was conducted in Primary and Secondary Schools in Kupang City, Nusa Tenggara Barat. The subjects chosen as the study sites were (1) SD Negeri OSAPA Kecil, (2) SD Inpres Osa-pa, (3) SD Negeri Kelapa Lima 1, (4) SD Don Bosco 2, (5) SD Don Bosco (6) SMPN 5 Kota Kupang, and (7) SMPN 8 Kota Kupang. The aim of this research is to know the implementation of character education in the curriculum of 2013 and specifically

to know: (1) the competence of teachers and students about the ability in providing character education based on the curriculum of 2013; (2) the implementation of character education in the learning activities conducted by the teachers; (3) the implementation of character education through school culture. The research approach used is qualitative by using the descriptive method to describe the research findings. Data collection techniques used in this study were Observation, In-depth interview, Questionnaire, and GDF (Group Discussion Forum).

### 4. Research Findings

This study involved 109 respondents consisting of elementary school teachers (SD), junior high school teachers (SMP), elementary students and junior high school students. Based on the result of instrument analysis about the teacher competence in transferring character education based on the curriculum of 2013 can be seen in figure 3 below:

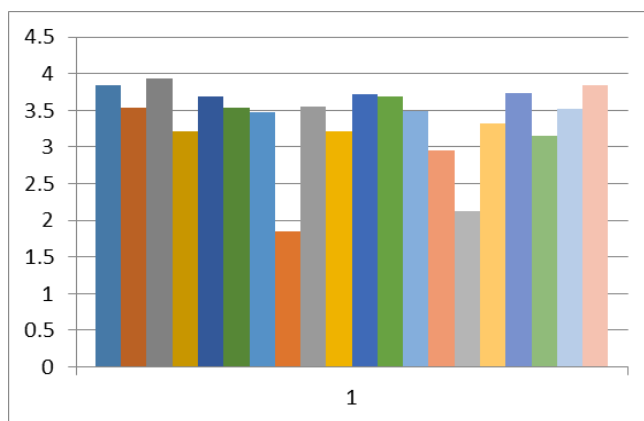


Fig. 3: Grain Analysis Result Statement of ability in giving Character education Statement Number 1 Up By Number 20

Figure 3 shows the average answer given by the teacher about their ability in providing the characterization of the characters in points 1 to 20. The lowest statement is found in the 8th statement "in implementing the character education, I am still experiencing difficulties". This is also supported by the findings of (14) who state that obstacles are found during the implementation of character education in schools, such as human resource issues, lack of facilities, and lack of family support. The implementation of character education in elementary schools has not attracted many parties and the form of evaluation has not been developed in a sustainable manner.

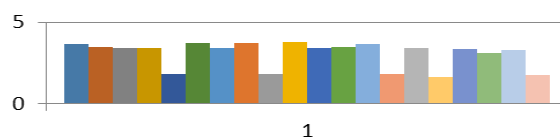


Fig. 4: Grain Analysis Result Statement of ability in transferring Character education Statement Number 21 Up By Number 40

The result of questionnaires from 109 teachers and students was 3.16 with the average score 4. Item #36 statement got the lowest average, that is 1.62 reads: "Teacher does not like if parents give critic at school program", this item get the lowest average Because most teachers do not like parents criticize the school program after the lack of openness to outside criticism. This should be one of the concern so there will be needs to train teachers to become the character educators (15).

Then, the result of observation of character education implementation in learning seen in indicator written in lesson planning, objective, material, strategy (method) used media and evaluation instrument that have enough instill character education

values. Competence of teachers in implementing the character education in teaching and learning activities, in all schools that became the object of research, obtained an average of 2.49 of the maximum score 3. According to (16), teachers are expected to have a deep knowledge of "noble character". For point 6, the statement of apperception always includes positive values and educates the students to always be passionate and do good to get the lowest average, which is 2.00.

Next, student discipline in Kupang city is seen from the participation of students following flag ceremony, order during the flag ceremony, student order in learning, and so on, that is as follows: 95% student participation in class is 95% and student participation in the ceremony is 95% as well. This result is caused by a reflection of the teacher who first applied the discipline to become an example for their students. (17) reinforces these results by arguing that discipline should be appropriate to the domain and that students will judge an educator more or less effectively according to their practice to resolve disciplines that are in line with violations (eg, a teacher who refers to the rules when dealing with a moral abuse considered less effective than people who identify the problem as a moral issue). The following picture of the rules that must be obeyed for all students to improve the discipline.

The result of observation shows that students' religiousness can be seen through students' everyday life. For example, reading prayers before and after class, greeting every meet a friend or a teacher. Students are seen to have greeted each other, gave smiles, and perform their worship according to their own religion and belief (every Monday).

Guidance to improve the honest attitude of learners, for example in the presence of canteens honesty. Or, an honest attitude as a training to the students. They are informed that if they find some items at school, they will be submitted to the teacher. Character Education is a clean and healthy life that can be seen from the concern for the cleanliness of the school environment by getting rid of garbage in their right place. However, this is seen from the trash boxes provided by the school for creating the clean school environment.

The results of observation whether there is the patience of students to queue in the implementation of an activity, which is as follows: marching times, entering the class, and snacking in the canteen.

Meanwhile, the result of observation whether there is a culture of saving students in school so that the students may appropriately behave and not be extravagant, that is as follows: Cooperation with government or private banks, for example, BNI, BRI, and others and life culture sparingly. Inviting the active role of parents to apply the care of saving at home and not be wasteful but bring lunch to school instead.

In addition, the results of the observation of whether the teacher communicates and reports the development of the character of learners to parents through the book linking and report book education (report card), as follows: Teachers communicate and report the development of the character of learners to parents at the meetings between the school or the teacher and the parents.

The socialization of character education either orally or in writing is seen on posters in the form of characterized symbols of character education that are placed in the school environment. This is used to remind the students about the existence of writings that contain character values.

Here are the results of observations on the implementation of character education through the school culture in elementary and junior high schools Kota Kupang East Nusa Tenggara. It can be seen in Figure 5 below:

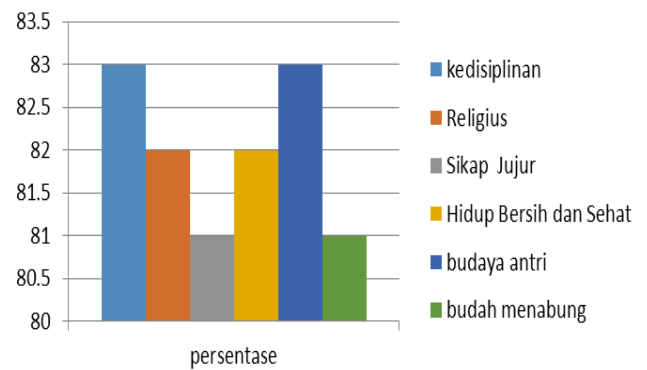


Fig. 5: Summary of observations of Character Education through School culture in SD and SMP Kupang NTT

## 5. Discussion

Character education is a conscious attempt to help a person so that he or she can understand, observe, and perform core ethical values. Character education can be shaped by the environment. (18) reveals that parents, lecturers and other specific individuals play an important role in the character development. Character development involves the development of habits and practices that are most needed to "live" and function well in a world of difference and promote the development of student character. Habitual development can be performed in schools.

Then, teachers have an important role in the development of character education for students. Teachers are expected to have an understanding of character education based on the curriculum of 2013 that is being applied in Indonesia. The results of research conducted in Maluku province showing that curriculum of 2013 has been understood by teachers in the region (19). Based on the observations made by a teacher in Kupang City about the character education has an average of 3.21 with enough category. But teachers also still have to be trained with the goal to improve professionalism in transferring the character education to their students. This is reinforced by the results of a research conducted by (20) stating that teachers need sustainable professional learning opportunities for character education.

The things that can be done in the effort of character development based on the 2013 curriculum is by giving symbols in the form of writing that shows the implementation of character education. Character education is also integrated within the lesson plan (RPP), objectives, materials, strategies, media, and methods used.

Character education defines character as the amalgamation of three elements: moral discipline, moral attachment, and moral autonomy (21). The characters that can be formed are thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative, religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work. This research also points out that character formation, intervention, exemplary, habituation, facilitation, strengthening, and the involvement of other parties (22).

Also, character education that can be observed in Kupang is the discipline, religious, honest attitude, clean and healthy life, culture queuing, and culture of saving. Observation results indicate that the discipline and culture queue has the highest percentage in comparison with other aspects of the character. The results of the study indicate that character-education programs in primary schools significantly reduce the problem of student indiscipline. This shows that character education plays an essential role in the development of the discipline.

## 6. Conclusion

1. The competence of teachers and students about the ability in providing character education based on the 2013 curriculum has been checked. However, it needs to strive in order to develop competence in character education development. Besides, they undeniably need openness to input or criticism.
2. The implementation of character education in learning activities can be seen in the visible indicators written in the lesson plans, objectives, materials, strategies (methods) used, media, and evaluation instruments that are enough to install the values of character education.
3. The implementation of character education through school culture is performed by the installation of symbols in the school environment that is characterized by positive character education.

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