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## Student Character Development Based On The 2013 Curriculum

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### Abstract

*This paper examines the students character development based on the 2013 curriculum in SDN 05 Alang Rambah. This research is a type of qualitative research with the research subject of State Elementary School (SDN) 05 Alang Rambah. In this study, it can be concluded that how that the Reality of Character Education of Students Based on the 2013 Curriculum of State Elementary School (SDN) 05 Alang Rambah and teachers have used various strategies and patterns in instilling Character Education for Students of State Elementary School (SDN) 05 Alang Rambah. Based on these results, it can be said that teachers have implemented character development for students based on the 2013 curriculum at State Elementary School (SDN) 05 Alang Rambah..*

**Keywords:** *Character Development, Curriculum 2013.*

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## INTRODUCTION

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Some students feel that schools are filled with conservative teachings; many students feel less informed from outside the environment about the school's interests and talents to be pursued. The results are trapped with the environment, parents and economic issues. Some students who are caught are not in accordance with their interests and talents who feel burdened in learning (Sarros & Cooper, 2006).

Educational guidance and counseling is an activity or process of guidance and counseling given to individuals in their learning or education activities so that they are in line with educational goals. The emphasis of educational guidance is preventive, which is preventing the emergence of problems in one's educational activities by always maintaining good conditions so that they remain or get better. And the emphasis of counseling is curative, namely assistance in solving problems related to one's education. It is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. Guidance and counselling help to recognize and understand about one's talents and abilities, help to develop an optimistic outlook for removal of undesirable traits, it aids to develop resourcefulness and self-direction in adapting to changes in society. Guidance and counselling (GC) provide assistance services to students to achieve optimal development, both concerning personal, social, academic and career aspects. Personnel who are directly responsible for the implementation of this field are GC teachers or counsellors. This field is also related to activities (AR, 2013).

Components that also affect the course of a teaching and learning activity are students or also known as students. Students as individuals are people who do not depend on others in the sense of being free to determine for themselves and not being forced from the outside, therefore in the world of education students must recognize their presence as unique and

individual individuals. Educators are one of the most influential components in the learning process, because teachers play a very important role, including preparing material, delivering material, and managing all teaching and learning activities in the learning process.

Theoretically, the needs to change curriculum are influenced by several factors. Richards (2001) contends that curriculum may change as result of the shift of paradigm in education. The new curriculum, C-2013, is the development of the Competences Based Curriculum and C-2006 which emphasizes the character building. The stakeholders believe that it is important to launch a new curriculum which also set the rules about character building, as the new topic in education and offers a practical solution.

In observations and interviews with teachers at SDN 05 Alang Rambah, the authors identified incidents of lagging and lack of character formation in students, such as the tendency of students to ignore classmates, politeness to teachers, and the tendency to leave the class while learning. The process continues: destroying friends' belongings, destroying school facilities and infrastructure, lying, bullying each other, and arguing. From these observations it can be seen that most students still have behavior that does not reflect good character values because schools do not understand character values and are implemented properly. At SDN 05 Alang Rambah, behavioral deviations that do not reflect student characteristics are not an easy matter. Therefore, teachers must provide guidance to the characteristics of elementary school students. Coaching is designed to provide attention, focus, and behavior in an educational environment to enable students to develop and strengthen the state and student characteristics expected by the state.

## **RESEARCH METHODS**

This research is included in the type of qualitative research. This study uses a questionnaire given to the informant by the researcher. Survey data were collected from interviews conducted at SDN 05 Alang Rambah Pesisir Selatan area. In this study, the author tries to explore and understand the efforts to develop student character based on the 2013 curriculum at SDN 05 Alang Rambah, Padang Pariaman Regency. This research was conducted at SDN 05 Alang Rambah.

## **RESULTS AND DISCUSSION**

### **Reality of Character Development at SDN 05 Alang Rambah**

The reality of character building based on the 2013 curriculum at SDN 05 Alang Rambah is in accordance with existing theory. This is in accordance with the opinion of Karim & Yusof (2016) that character education is the creation of a school environment that helps students in developing ethics, responsibility through models, and teaching good character through universal values.

The results showed that students always had the opportunity to be actively involved in accordance with their aspirations and interests. Based on the results of interviews, teachers stated that they used innovative, productive, and democratic learning and could overcome the passivity of students who were less enthusiastic in teaching and learning activities at school. This is in accordance with the opinion of Wichadee (2010) that the teacher factor matters to students' learning and teacher quality is a crucial factor in promoting effective learning (Wichadee, 2010). Empirical studies have consistently shown that teacher quality is an important feature of schools that drives students' achievement (Haskins & Loeb, 2007). To be

effective in their teaching, teachers need to have strong content knowledge and pedagogical skills.

Character education in the learning process is the introduction of values, facilitating the acquisition of awareness of the importance of values, and internalizing values into the behavior of everyday learners through the process of learning, both which takes place inside and outside the classroom in all lessons. Learning activities, in addition to making students master targeted competencies (materials), are also designed and carried out to make students recognize, realize / care about, and internalize the values and values of make it a behavior. (Ministry of National Education, 2010).

Integrated character education in learning is carried out by recognition of values, facilitating the acquisition of awareness of the importance of values, and the internalization of values into the behavior of everyday learners through the process of learning, both which takes place inside and outside the classroom in all lesson. Basically, learning activities, in addition to making students mastering the targeted competencies are also designed to make students' recognize, realize / care about, and internalize values and make them behavior. Integration can be done in the substance of the material, approach and method learning, as well as the evaluation model developed. E. Mulyasa and Dewi Ispurwanti, (2013) that in everyday life, habituation is an important thing, because many people are found doing and behaving just because of mere habit. Habituation encourages speeding up behavior and without habituation one's life will run slowly, because before doing something one must first think about what he will do. The habituation method needs to be applied by the teacher in the process of character building, to familiarize students with good character so that the activities carried out by students are recorded positively.

Not all material substance is taught in SDN 05 Alang Rambah because it needs material selection and synchronization with the character to be developed. In principle all subjects can be used as a tool to develop all the character of students, so there is no overlap and neglect of one of the characters who will developed, it is necessary to do a mapping based on the proximity of the material to the character that will be developed. The integration of character education can not only be done in subject matter, but teaching techniques and methods can also be used as tools character building.

### **Character Education Patterns and Strategies at SDN 05 Alang Rambah**

Patterns & tactics of character education for students at SD Negeri (SDN) 05 Alang Rambah emphasizes religious character, honesty, discipline, & responsibility. The strategy for religious character education, honesty, discipline, and responsibility includes moral education, storytelling methods, *uswatun hasanah*, habituation, obliging greetings, advice. Patterns & tactics of character education for students at SDN 05 Alang Rambah emphasizes religious character, honesty, discipline, responsibility, & tolerance. The strategy of religious character education, honesty, discipline, and responsibility includes habituation, example, advice, sanctions, rewards & punishments. Patterns & tactics of character education for students emphasize religious character, honesty, discipline, tolerance, responsibility, love for the homeland. The strategy of religious character education, honesty, discipline, and responsibility includes habituation, example, advice, sanctions, rewards & punishments.

Based on the research, it can be seen that the application of the pattern is carried out using 2 approaches, namely: 1. Character education is positioned as a lesson, 2. Character education is positioned as an integrated value in every lesson and learning activity at school. According to Agus Zainul Fitri, there are 5 forms of integrating character education, namely integration into lessons, integration through thematic learning, integration through creating an atmosphere of character & habituation, integration through extracurricular activities, &

integration between school, family and community educational events. Based on the author's findings in the field, the three schools also used the 5 integrations of character education for students. So using the application of these patterns and strategies can create character in each student.

Seriwati Bukit and Widyaswara Madya (2014) say that the planning and implementation of national character education is carried out by school principals, teachers, education staff together as a community of educators and is applied to the curriculum through the following: activities carried out by students consistently and consistently at all times. The daily activities at the school based on the results obtained in this area include an assessment of student cleanliness on Thursdays, attention to class cleanliness, and the implementation of gotong royong. Because this activity is supported by teachers and students, any student who violates or does not participate in this normal activity for no apparent reason will be subject to sanctions.

Voluntary activities are activities that are carried out voluntarily at a certain time. Activities are usually held when a teacher has behaved towards students and should be corrected at that time. In the embodiment of character values, voluntary actions are observed when there are students who violate the rules, such as throwing garbage in the field, and the teacher warns and advises these students. Included in these voluntary activities, such as environmental care personality values, can effectively guide students to instill personality values through habituation.

Exemplary is the behavior and attitude of the teacher in providing examples of good actions, especially in maintaining the school environment and caring for the surrounding environment so that it is expected to be a role model for students to follow. This behavior is an effort made by the teacher in implementing character values both in learning and outside learning.

To support the implementation of character values, schools must be conditioned to support these activities. For example, in implementing the character values of caring for the school environment, the school garden is used to take care of plants. The behavior above makes it a model and strategy to apply character building to students. The above is also a form of teacher's duties and responsibilities to foster student awareness through character values so that students can become mainstays in character building. It also requires teacher intelligence to productively and competitively develop reading, use and opportunities (Asmani, 2011). In this case, the teacher is very good at realizing the values of the nation's character in education by incorporating the character values contained in educational materials. This ability comes from the ability of students to not only communicate the material, but also enrich their reading so that they can relate the material to the events that occurred at that time.

## CONCLUSION

Based on the results of research on student character building based on the 2013 curriculum at SDN 05 Alang Rambah, it can be concluded that the Reality of Student Character Education Based on the 2013 Curriculum at SDN 05 Alang Rambah. This religious character is very important for the life of a Muslim, especially for students and becomes an attitude that refers to the order of rules in the form of orders and prohibitions of attitudes that have been regulated or determined by the Almighty. On the character of discipline itself so that students can develop themselves to be able to behave in an orderly manner in accordance with applicable regulations, especially in the school environment. Diligent character means diligent, really doing something.

The caring character in the school environment can be done through a learning process that contains environmental education, the provision of a beautiful school environment, and is supported by school facilities. Responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (nature, social and culture), the state and God Almighty. Meanwhile, the character of this responsibility is very much needed by the community because it involves the problem of tasks that must be carried out or carried out as well as possible

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