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THE DEVELOPMENT OF CHARACTER EDUCATION CURRICULUM FOR ELEMENTARY STUDENT IN WEST SUMATERA

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ABSTRACT

This research is based on the ineffectiveness of the implementation of character education in schools. This study aims to produce a valid character education curriculum in elementary schools. This development research is conducted by using an ADDIE Model with five steps, consists of needs analysis, product design, product development, implementation, and research product evaluation. The resulting product is a specific character education curriculum, like a complete curriculum design, teacher guide books, student books, activity's books and design of the character learning environment. The data was collected using observation, interviews, documentation for curriculum design and questionnaire were analyzed to determine the condition of the implementation of the character education now a day. Samples were selected by purposive sampling which is a good school category, medium and less. The data was analyzed quantitatively and qualitatively.

The result of research which is obtained by the implementation of character education conditions shows that character education program stands in good category. The designed character education curriculum was validated by material experts, curriculum and language. Validation results show that the curriculum is valid and lightly revised. The implementation in the field shows that character education curriculum has been very practical.

Keywords: curriculum, character education, elementary school.

Background

Character education has now become a central issue is often discussed at the level of education. The government through the relevant institutions did make this issue as a priority, because the character is one of an important pillar in the life of the nation.

Character is an important manifestation of the implementation of the educational process at every level of education. Education, as the defined in article 1, paragraph 1 of Law No. 20 Year 2003 on National Education System (Sistem Pendidikan Nasional) states "Education is a

conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and the skills needed himself, society, nation and the State" (Depdiknas, 2003). Basic of implementation of character education in schools are also listed implicitly in the National Long-Term Development Plan (Rencana Pembangunan Jangka Panjang/RPJPN) on 2005-2025, in which the government makes character development as one of the priorities of national development programs. In this case, it is explained that the character education is placed as the foundation for the national development vision, like to realize a noble society, to have a great morality, ethical, cultured, and civilized by the philosophy of Pancasila (Kemendiknas, 2010). It means that the character is important in the implementation of development capital, thus becoming a major priority. Furthermore, based on the RPJPN, it is also formulated in a character education Kemendiknas Strategic Plan, 2010-2014, (Kemendiknas, 2010).

The Implementation of character education is also considered to be very important with the directives of President Susilo Bambang Yudhoyono, who delivered a speech on the occasion of National Education Day in 2010 which emphasized the importance of character development for students at every level of education. Referring to this, it is clear that the character is something that very important and the goal of national education. Then, the Government through the Department of Education develops the values that are important to be character of the students and integrated into learning process. These values namely, (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Work hard, (6) Creative (7) Independent, (8) Democratic, (9) Curiosity, (10) The Spirit of Nationality, (11) Love the country, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love of Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, (18) Responsibility (Kemendiknas, 2010).

That Presidential Directive is implemented with the convening of character education at every level of education, in example elementary, junior and senior high school and even though in the college. It is also relevant, because it is based on the grand design of national development in 2020, Indonesia's government stated that the biggest challenge faced by the nation of Indonesia is the era of decentralization and globalization, (Kemendiknas, 2010).

Especially in West Sumatra, the implementation of character education has also become a thing of particular concern. Local government of West Sumatra even issued through gubernatorial regulation No. 73 in 2012 about the instructions on the implementation of character education in school/ Madrasah in West Sumatra. As for the article 1 says that character education is the education of the whole human to create the perfect man and education that includes spiritual and physical in the cognitive and psychomotor that emphasis on the affective domain. In chapter 2 are listed that the values is a value system that is believed to be based on the values that apply nationally sourced on Pancasila is rooted in religious values, national culture and cultural values of local (Adat Basandi Syarak and Syarak basandi Qur'aan)

The objective of character education is to construct the behavior of learners who have the knowledge, skills, attitudes and noble and have a competitive edge in facing globalization. In the context of globalization is indeed important that learners are prepared in order to face these conditions.

Now a day, many parties demand an increase in the intensity and quality of the implementation of character education in formal educational institutions. The claim is based on

a growing social phenomenon, namely the increase of juvenile delinquency in the community, such as a mass brawl and a variety of other cases of moral decadence. Even in certain large cities, these symptoms have been to the extent that very disturbing. Especially with regard to student brawls is indeed cause for concern, as to cause the student died.

A vary of negative student's behavior that occurs in schools like cheating when carrying out the test, fighting, drugs, alcohol and promiscuity is flare in Indonesia's young generation. The National Narcotics Agency estimates that the drug addicts will increase by 2.8% in 2015. Violence in the school environment has now also become an important issue. A fact shows that violence in the school environment was ranked second in the handling of cases of child abuse, (Nugroho, 2012).

The data on the brawl that carried students also need to be observed seriously. In 2010, there were at least 128 cases of conflict between students. That number jumped sharply to 100% in 2011, in example 330 cases of fighting that killed 82 students. In January-June 2012, there has been a clash that killed 12 139 students (TV-One, 2012).

Based on the above data revealed, then these issues need to be addressed immediately. Therefore, formal educational institutions as the official coaching youth container is expected to increase its role in shaping the student's personality through increased intensity and quality of character education. In this case the character education curriculum needs to be designed.

In connection with the issues raised above, the formulations of the problem in this study are: a). How the conditions of the implementation of the ongoing character education today, b). How the character education curriculum development process, and c). How the practicalities and effectiveness of character education curriculum designed.

Basic Concept of Curriculum

Character education curriculum is the concept of a curriculum that is designed as a learning experience. In this context, the curriculum is not sense in terms of material, but rather a learning experience that is designed for learners. Caswel and Campbell in Zais (1976) stated that the curriculum is all the experience of the children under the guidance of a teacher. The same thing also expressed by Print (1993: 5) who explains that the curriculum is learner experience gained in the context of the education including unplanned curriculum or called the hidden curriculum. In this case, it means that the curriculum is all the things that are designed by the school to be followed by the child during this particular education, in the form of a number of learning experiences for students. So based on this definition, the school will be able to design a learning program that can be followed by students in accordance with the educational objectives that have been planned in advance. In designing a learning experience, then the curriculum needs to be developed intensively by education practitioners. In curriculum development, there are a number of models proposed by curriculum experts. Print (1993:85) explains that in the process of developing a curriculum there are a number of steps that need to be explained sustainably. The move started from analyzing the situation, followed by analysis purposes consisting of general and specific objectives, analyze appropriate content, analyze the learning experience, evaluation and subsequent analyzes followed by re-analyzing the situation again. The process used in the development of the curriculum is an ongoing thing and it is a cycle.

The Character Education

Character education is a concept that is now being developed in education in Indonesia and become an important priority in development. Linckona (2012:13) says that the character is the possession of the thing a good thing. Mulyasa (2011:7) said that character education is a system of cultivation of character values to students that include components of awareness, understanding, concern and commitment to instill these values, both to God Almighty God, our self, others, the environment, and society and the nation as a whole to become a perfect human being by nature. In the context of this study, character education curriculum is developed through three models namely, the model of subject matter in the form of his own subjects. In the context of the development of character education curriculum in the form of a subject matter in the form of his own subjects that calls for a clear statement about the content standards, standards of competence, basic competence, the syllabus, lesson plans, teaching materials, procedures and evaluation of character education in schools.

Integrated Model in the subject is a model that integrates character education implementation in learning. In the structure of the curriculum there are two subjects that are directly related to the development of good character and noble character, namely religion and civics education. It is as disclosed Najib (2010) that both these subjects are subjects that directly (explicitly) to introduce the values, and to a certain extent make students care about and the values. The third model is a combined model. In this model, the development of character education curriculum is a combination of the overall model that has been described above. Mulyasa (2011) explains that the combined model is significant that character education is the responsibility of all components of the school. In this case means that all character education activities for students are in school can be arranged so that all students are in school activities can be nuanced character. This condition will allow the formation of character will be maximal implemented.

The Research Method

Type of this research is the development research (Research and Development). The development model is selected using the ADDIE development model. There are five phases offered by this model, in example: Analysis, Design, Development, Implementation, and Evaluation. Sample is taken by purposive sampling the SD N 08 Surau Tower Nanggalo with the national exam average of 9.10 and accreditation B, SDN 03 Anduring the District Kuranji with an national exam average of 7.92 and elementary school with less category selected SD 04 Bananas Pauh has accreditation C with an average value of national exam is 7.41. The data was analyzed using qualitative and quantitative method.

Result and Discussion

The questionnaires that have been tested validity previously and declared is valid. The questionnaires that have been validated are then distributed to a sample of teachers in the predetermined region of Padang, Padang Panjang, West Pasaman, and Agam. The analysis results of the data showed that providing education in West Sumatra general character has been ran well, because the teacher basically assume that the core of the process is the formation of character education. Questionnaires were distributed to teachers as much as 80.66% indicates

that the implementation of character education the teachers are in a good category, 12.2% in the category of pretty, and 7.4% were in the low category.

Character Education Curriculum Development Process

The development of Character Education Curriculum for Elementary School Students in West Sumatra is done through the stages contained in the model ADDIE. There are five phases offered by this model, in example analysis, design, development, implementation, and evaluation. The process of developing a character education curriculum for elementary school students in West Sumatra can be described as follows:

1. Needs Analysis of Character Education

The phase of needs analysis of character education for elementary school in West Sumatera consists of a learner analysis, goal analysis, context analysis and content analysis. In the analysis phase of analysis showed that learners vary greatly there are characteristics that are audio, visual and audio-visual equipment. At this stage of the analysis indicate that the purpose of most of the teachers and students assume that character education is an important thing for students, but the implementation is still not optimal because most teachers are still not able to integrate the characters in the learning activity.

At this stage of the content analysis especially the value of the content that is made up of 18 character values formulated by the Ministry of Education (1) Religious, (2) honest, (3) tolerance, (4) Discipline, (5) Work hard, (6) Creative (7) Independent, (8) Democratic, (9) Curiosity, (10) The spirit of Nationality, (11) Love the country, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, (18) Responsibility (Kemendiknas, 2010). Also in terms of content is also linked to the values that exist in the Minangkabau to conform to local content. The area is famous Minangkabau region that gave birth to the values of character and a lot of character embodied in Minangkabau proverb which spawned its own character to be developed in that area. In the analysis of the context or environment analysis obtained information that the character education that took place during the school environment is not supported by many surrounding communities of environmental schools and families. In this case make the process of education has not been a comprehensive character.

2. The Design of Character Education Curriculum

In the design phase of the character education curriculum has been formulated formulation of curriculum components that is made up of objectives, content or materials, learning experiences, evaluations. The formulation of curriculum components that have been mentioned above is realized in the form of research products designed in the form of:

a) The Book of Character Education Curriculum

The book of curriculum is designed and the main book is a general guideline in the implementation of character education in elementary school. In the design of this curriculum guide contains general guidance on the implementation of the curriculum.

b) The Guidebook of Implementing Character Education

In the guidebook of implementation of character education is intended to provide information to the teacher as a guide to implement character education in schools especially fourth grade.

c) Student's Book

In the design of the student book is part of special concern, because the student's book is designed to be used by students in the teaching and learning process. In the design of the student book is designed materials which are daily activities. It is designed in accordance with the implementation activities 18 character values and some other value chosen by the researchers based on input from practitioners, and other experts.

d) Student Activity's Book

Student agenda is one of support in the implementation of character education in schools. The book was designed by the researcher by modifying and developing of existing designs.

e) The Design of School Environment

In this concept, the design of environmental characters is defined by the researchers as a form of environmental design education how character education was implemented. Design learning environment is a simple implementation of the design implementation of a character education.

3. The Development of Character Education Curriculum

In this stage, it is developed character education curriculum components of the input data obtained from expert speakers, observation and interviews with teachers and students. Especially for the development of character education curriculum content, development of character values that have been formulated by the Ministry of Education and also the results of the elaboration of the values of character that comes from the Minangkabau culture. Associated with learning experiences designed for students in design in a short time which is 10-20 minutes every day. The design is made simple with a learning experience involving regular activity performed by children every day. The design of these activities is the design of the child's daily activities are initiated from a child waking up in the morning, preparing to leave for school, activities at school to return to her home. Researcher creates a simple design activity that could be implemented by the child's day-to-day. The curriculum has been developed which is further validated by the expert curriculum specialists who aim to look at the suitability of the formulation of the components of the existing curriculum, expert look at the suitability of the material formulation of educational materials designed character. The formulation of the material is also seen conformity with the characteristics of their students. Further validation is also performed by language linguists. Validation results demonstrate the value of 4.45 with a 1-5 point scale with valid criteria with minor revisions. Researchers further revise the curriculum product.

4. The Implementation of Character Education Curriculum

The character education curriculum is then implemented at three school locations that have been determined before. Implementation of activities performed each day learning to take time in the middle or at the end of the lesson learning. In the implementation phase of the student activities, the students with the help of teachers are doing activities that have been designed to guide the student.

5. The Evaluation of Character Education Curriculum

At this stage, it is conducted validation and refinement of the results of the implementation so that the final product is ready to be born to be tested more widely. The evaluation results more in terms of the language used primarily devoted to elementary school age children.

Effectiveness and practicalities of curriculum

At this effectiveness, the curriculum is tested by conducting tests on three schools that have been designated. From the tests, the information is obtained that SDN 08 Padang Nanggalo has a high achievement criteria of character education program with a passing grade 96%, at SDN 03 and 04 Banana Pauh Anduring, the achievement criteria of program is considered normal with a percentage of 72% and 73.5%. Besides, the practicalities of teacher book's aspect are obtained information that the average test results of the teacher respondents amounted to 4.48 with a very practical criteria. Further, the practicalities student book products produced in its entirety by an average of 4.5 on a scale of 1-5.

Discussion*The Condition of Implementation Character Education*

The questionnaires that were distributed to teachers as much as 80.66% indicates that the implementation of character education is in a good category, 12.2% in good category, and 7.4% were in low category.

From the questionnaire, it was known that the character learning aspect has been done by the teachers because most of them still think that the core of the educational process is the formation of character. However, from the results of the interview mentioned that the implementation of character education conducted by teachers is not to be comprehensive yet, by involving all aspects of learning. Implementation of character education has not been conducted so far done with clear standards so that the results can't be measured effectiveness and its practicalities. Based on the existing data in general teachers and students already assume this character is important to apply. This is consistent with the concept of humanistic curriculum.

The Process of Development of Character Education Curriculum

At the stage of the curriculum development process, it has been carried character analysis of learners, content analysis, context analysis and analysis purposes. At the stage of analysis stating that the environmental context affects the implementation of character education. The environment in this case provides a high influence on the formation of student character. Narwanti (2011:58) explains that the level of achievement of the character education program run in schools depends on the environment. Schools, in this case, should be thought of programs that support the achievement of the activity of character values in school.

Effectiveness and practicalities of curriculum

From the data of the test of cognitive aspects is found that information for SDN 08 Padang Nanggalo achievement criteria of character education programs is high with mastery learning 96%, at SDN 03 and 04 Banana Anduring Pauh, the achievement criteria of this program is quite enough. From the data, it is obtained information that aspect of character understanding is also very depends on the student ability to master the material. So in this case, the students were classified as having high academic ability also gain an high character understanding and will automatically have an impact on the implementation of the character.

Koesoema (2012) says that the hidden curriculum give much meaning on the line to form character. Character education curriculum refers to the patterns of relationships and interactions of individuals in educational institutions.

Conclusion

Based on the questionnaire that distributed to the teachers, it showed that the character education curriculum for now is in a good condition, with the percentage of 80.66%. However, based on interviews, the character education has less effective and has not been quite able to construct positive character for students. This condition occurs because the teachers have not been able to integrate the values of characters in learning, are less able to provide good role models for students regarding how to have character, and character education also yet to take place in a comprehensive manner.

The Development of Character Education Curriculum for Elementary Student in West Sumatera

a. *Analyze/Needs analysis of character education for elementary student*

Based on the data obtained, in this analysis indicate that majority of teachers and students have shown that the implementation of character education has become an absolute necessity and to be implemented.

b. *Design/ the design of character education curriculum for elementary student*

At the design stage, it is made curriculum consisting of component objectives, learning experiences, and evaluation materials. Design of the products designed curriculum books, teacher books, student books, student agenda and design the learning environment.

c. *Develop/ the development of character education curriculum for elementary student*

At the development stage, development of product done by design that has been designed before. Products developed by creating a curriculum books, teacher books, student books, student' agenda and design the learning environment. All products are validated and declared valid by the expert minor revisions. Furthermore, researchers repair product research before being implemented.

d. *Implement/the implementation of character education curriculum for elementary student*

Implementation of the curriculum is conducted in three sample schools with good school category, moderate and less. The results show the implementation of the cognitive aspects with an average of 76.3 with a regular category.

e. *Evaluate/ the evaluation of character education curriculum for elementary student*

The evaluation result of implementation of character education curriculum suggests that character education curriculum designed improved based on feedback from the expert of validity.

Effectiveness and Practicalities of Character Education Curriculum

- a. The implemented character education curriculum has proven effectively for students because it is based on test results obtained student achievement test score average of 76.3.
- b. Character education curriculum that is applied practically. Test the practicalities of the book obtained teacher ratings of 4.48 a very practicality criteria. Furthermore, students acquire the book value of 4.45 with very practical criteria.

Recommendation

In connection with the research that has been stated above, it is to be able to take advantage of or use of this curriculum more broadly, then there are some things that need to be advised as follows:

1. Teacher as facilitator and also a major figure in the learning process is expected to use a character education curriculum designed, and can also adapt to the environmental conditions where teaching. For perfection of the application of this curriculum teachers are also expected to consult with colleagues in order to develop the curriculum effectively.
2. Principal with any authority in a school community is expected to provide opportunities for the realization of the school culture is nuanced character. The school principal is expected to provide a boost for teachers and other school communities to be organized in a comprehensive character education. School principals are also expected to be able to provide the facilities that support the implementation of character.
3. Department of the local education curriculum for dissemination more widely expected to facilitate the implementation of the character education curriculum in a comprehensive manner by allocating special funds for training for teachers in order to gain a common understanding of the character and also to be able to provide facilities so that the character education curriculum can be held comprehensively.
4. Researchers further to be able to continue the research so that the next character education curriculum developed can be widely with various other aspects of learning.

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