

Implementation Of The 2013 Curriculum In Shaping The Character Of Learners (Multicase Study At Min 2 Doko Kediri And SD Plus Rahmat Kediri)

Marita Lailia Rahman^{1*}, Ali Mufron², Nita Agustina Nurlaila Eka Erfiana³

¹Institut Agama Islam Tribakti Kediri, ²Sekolah Tinggi Agama Islam Nahdlatul Ulama Pacitan,

³Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

* Corresponding author:

Email: lailiamarita@gmail.com

Abstract.

This study stems from the moral decline that occurs in the younger generation. Many cases of juvenile delinquency are carried out by learners such as bullying, drugs, fighting between students and so on. The implementation of the curriculum in educational institutions needs to be emphasized on character assistance, so that learners are expected to have good character. The focus of this research is how the vision, mission, and objectives of the institution in shaping the character of learners. How to construct the character-based learning process in shaping the character of learners. How to internalize character values in shaping the character of learners. The research method used is qualitative research with data collection techniques using interviews, observations, and documentation. The conclusion of this research is that the vision, mission, and objectives of the institution develop in programmatic activities, construct the institution's curriculum with scientific and paikem approaches, internalize character values in teaching and learning activities also intra- and extra-curricular activities.

Keywords: *Implementation of the 2013 Curriculum, Shaping Character of Learners*

I. INTRODUCTION

The curriculum relies on human resources to achieve educational goals. The universal goal of education is to embody man in improving his dignity and dignity. Education is not only improving the quality of human resources to meet the needs of skilled personnel for physical development. However, education is more about forming mental attitudes and characters that become the foundation for the lives of learners in the future. The challenges of the future will be increasingly sophisticated, complex, and demand a change response. The response in the form of curriculum changes is a strategic step that can be taken by the government as a mandate of the law [1]. Negative phenomena and future challenges in society are one of the causes of curriculum development. Learners must be prepared in the face of future challenges, namely must be equipped with science, technology, and skills that are qualified as a provision to achieve success in the future. The biggest challenge of the Indonesian nation is to increase human resources. The majority of the workforce in Indonesia has a low level of education, categorized as untrained or low-skilled middle-aged workers. The Indonesian nation needs moral, quality and quality human resources in building a nation's civilization for better development programs [2]. The implementation of the 2013 curriculum starts from a number of perceptions including future challenges, future competencies, negative phenomena, public perception. Fourth, the perception underlies several dominant aspects, namely the convergence of science and technology, quality, investment and transformation in the education sector as well as the ability to think clearly and critically, the ability to consider the moral aspects of a problem, plagiarism, and social unrest and lack of character [3].

Curriculum Policy 2013 as a complement and refinement of various shortcomings that exist in the previous curriculum. The 2013 curriculum is structured by developing and strengthening aspects of attitudes, knowledge, and skills in a balanced manner [4]. The 2013 curriculum is different from previous curricula. In the 2013 Curriculum, education not only emphasizes knowledge and expertise, but also changes teaching

approaches and assessment systems [5]. Learning in the 2013 Curriculum also demands a change in pattern from teaching centered learning (TCL) towards student centered learning (SCL). Teacher centered learning patterns are not in accordance with the needs because they are inadequate to realize the goals of character and competency-based education. Learning must be oriented to learners by focusing on the formation of character and competence in an integrated, intact, and thorough manner. The growth of high care and commitment from learners can be pursued so that they have a high awareness in themselves. They should be informed about what to do, then strive to form the desired understanding and competence [6]. This can be achieved by the strong influence of the role of the teacher. The 2013 curriculum is emphasized to further instill values that are reflected in attitudes as well as skills acquired in schools. The 2013 curriculum is expected to improve soft skills and hard skills in the form of attitudes, skills, and knowledge that are balanced and able to be applied in everyday life.

This is done to realize the mandate of the national education goal, namely the development of the potential of learners to become human beings who believe and fear God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [7]. The implementation of the 2013 Curriculum requires teachers to be more active, creative and innovative and can make learners more active in learning. The 2013 curriculum develops learners to have extensive knowledge and be able to develop the abilities possessed by each individual as well as be able to learn independently [8]. Through the 2013 curriculum, it is expected that learners have 21st century skills by having soft skills 4-C (communication, collaboration, critical thinking and problem solving, and creativity and innovation). Learners are also expected to have noble ethics and morals with character education so that learners have high knowledge and can internalize character values in everyday behavior. This research was conducted in two superior institutions in Kediri city and Kediri regency. two basic educational institutions under the auspices of the Ministry of Religious Affairs and the Ministry of Education. MIN 2 Doko Kediri and SD Plus Rahmat Kediri are two educational institutions that excel in Kediri. These two educational institutions have scored many learners who achieve, both at regional, national, and international levels. Both institutions implemented the 2013 curriculum and became pilot schools at the beginning of the 2013 curriculum. Both institutions also apply habituation-habituation that aims to form character in learners. Character that is expected to be implemented in students both in the school environment, home, and community. This study examines more deeply how the implementation of the 2013 curriculum in both institutions in shaping the character of learners.

II. METHODS

Researchers use the phenomenological paradigm with qualitative approaches, types of case studies and multi-case design. Qualitative research is characterized by design groups that bring in information including verbal, oral, and observational information from several sources including audio, film, documents and images that attract experience and meaning, which can vary according to the style of qualitative research conducted [9]. Data is collected with a natural setting as a direct data source. Phenomenology strives to capture and study and understand a phenomenon and its distinctive and unique context experienced by the individual to the level of "belief" of the individual concerned. Thus in studying and understanding it, it must be based on the point of view, paradigm, and direct beliefs of the individual concerned as a subject who is experiencing directly [10]. Researchers as key instruments [11] record and collect data through interviews, observations, and collect documents at MIN 2 Doko Kediri and in SD Plus Rahmat Kota Kediri. The research location in this study is holistic and contextual. Holistically, during the researcher's time at the research site, researchers tried to understand the context of the data in the overall situation that occurred in the two locations, so that researchers got a comprehensive view of the implementation of the 2013 curriculum in shaping the character of learners in MIN 2 Doko Kediri and SD Plus Rahmat Kota Kediri.

The presence of the researcher as a key instrument is to act as a subject. As a key instrument, the role of researchers in qualitative research is complex. Is as a planner, implementer of data collection, analysis, data interpreter, and finally researchers become whistleblowers of research results conducted in two locations, namely in MIN 2 Doko Kediri and SD Plus Rahmat Kota Kediri. This research was conducted at

two basic education institutions, namely at MIN 2 Doko Kediri and SD Plus Rahmat Kediri. MIN 2 Doko Kediri is located on Jalan Kilisuci Desa Doko Ngasem District Kediri. Then SD Plus Rahmat is located at Jalan Slamet Riyadi 32 A, Banjaran Kota Kediri. Both research locations are schools that have implemented the 2013 Curriculum at all levels ranging from grade 1 to grade 6. This study is a multi-preliminary study. The location of the study is more than one that has different characteristics. MIN 2 Doko Kediri is a basic education institution under the auspices of the Ministry of Religious Affairs, while SD Plus Rahmat Kediri is a basic educational institution under the auspices of the Ministry of Education and Culture.

III. RESULT AND DISCUSSION

The Vision, Mission, and Objectives of the Institution in Shaping the Character of Learners

The implementation of learning is a stage of the learning process that depends on the teacher's competence. A good teacher tries his best to make his learning successful. One of the factors for learning to succeed is that teachers must plan learning before teaching. Thomas E. Curtiss and Wilma W. Bidwell explained that in the learning process in school, the role of teachers is more specific in the teaching and learning process. The role of teachers as an organizer of the learning environment and at the same time as a facilitator of learning [12]. The implementation of learning is something that is prepared systematically in a learning that will be manifested together with learners ranging from the preparation of subject matter, the use of learning media, the use of learning methods and approaches, and assessment in one specific time allocation for predetermined purposes [13].

Implementation of the 2013 Curriculum in both institutions develops vision, mission, and objectives in programmatic activities. Teachers in institutions in teachers per level always coordinate to carry out learning to be the same as other classes. The implementation of learning in both institutions includes the preparation of RPP and syllabus learning devices, learning materials, learning media, and assessment. Rombel teachers at each level always coordinate to equalize perceptions ranging from devices, materials, and media in accordance with the needs of learners. Joyce says that the basic role of teachers is to be an instructional leader. To fulfill that role, teachers must deal with the social, intellectual, and physical structure of the classroom. Classroom life involves the implementation of the curriculum; set up routine procedures; collecting resources; organize the environment to maximize efficiency, monitor student progress; and anticipate, prevent, and solve problems [14]. Implementation of learning in both educational institutions in accordance with the standards of primary and secondary education process Number 22 of 2016 on Learning Planning.

The Character-Based Learning Process in Shaping the Character of Learners.

The successful implementation of the curriculum is influenced by aspects of the utilization of supporting resources. To utilize supporting resources, strategies are needed in order to achieve the expected learning goals. In the implementation of curriculum 2013 strategies that can be used include school management, utilization of learning resources, use of learning media, use of learning strategies and models, and teacher performance. According to Moreen, the success of curriculum implementation consists of three factors, namely people, programs, and processes. The curriculum participants include students, teachers, administrators, consultants, civil servants, university professors, parents, communities, high-ranking officials in the field of education. Teachers are one of the successful factors of curriculum implementation. The role of teachers in curriculum implementation is influenced by several factors, such as teacher readiness, teacher proficiency which includes knowledge, skills, as well as attitude, teacher motivation, knowledge, and talent, responsiveness, and self-confidence [15]. According to Agus, over time in the future, the educational revolution through a paradigm shift needs to be done through (1) strengthening prophetic values, (2) changing the mindset of educators and strengthening character education, (3) humanizing technology in learning, (4) the inclusion of information technology in the study room, (5) self services and paperless tasks. Both institutions in implementing the 2013 Curriculum also utilize supporting resources. Both institutions have school management that is based on their respective policies, utilizing learning resources, media, learning models and strategies and optimizing teacher performance [16].

The scientific approach is a learning approach that requires students to move like a scientist. In practice students must carry out a series of activities such as the steps of applying the scientific method [17]. The implementation of learning in both educational institutions in accordance with the Standard of Primary and Secondary Education Process Number 22 of 2016 on the Implementation of Learning. Both schools take a scientific approach in the learning process. Paikem's approach is learning designed to enable children, develop innovation and creativity so that it is effective but still fun. The characteristics of Paikem model are multi model, multi method and multi media, so students do not get bored because teachers are not just fixated on one model, method and media. This learning describes the entire teaching and learning process that is fun by involving learners to actively participate during the learning process. Teachers must have creative and innovative ideas in selecting and designing learning strategies and methods to realize active and enjoyable learning. The learning process that is carried out actively and pleasantly is expected to be more effective to achieve the learning goals that have been set before [18]. Both educational institutions develop the learning process with a Paikem approach so that learners are more passionate and motivated to learn.

Internalize Character Values in Shaping the Character of Learners

Learning is part of the implementation of the curriculum. The implementation of learning is a process that is arranged in such a way according to certain steps in order for the implementation to achieve the expected results [19]. In the learning process begins with opening the lesson, delivering the subject matter and closing the lesson. The implementation of curriculum learning using scientific approaches and adequate facilities, while to form character is done through learning activities, extracurricular, and habituation activities. The characters that emerge are religious, grateful, caring, disciplined, responsible, hard work, and other characters. Thomas says character consists of operative value, action value. We process in our character, as a value becomes a good, a reliable inner disposition to respond to situations in a morally sound way.

Characters that feel so have three interconnected parts: moral knowledge, moral feelings, and moral behavior [20]. Good character consists in knowing the good, wanting the good, and doing the good. Habits in the way of thinking, habits in the heart, and habits in action. These three things are necessary to direct a moral life, all three form moral maturity. Both institutions internalize character values in learning activities. Character formation in both institutions is not only internalized in the activities of the teaching and learning process in the classroom, but also in extra-curricular activities. The extra-curricular activities include career guidance, scouting, clean environment/ Friday education, reading classes, painting, vocal arts, dance, journalism, chess, tiwisada, soccermin, band, qiroah, banjari, robotics, tapak suci, english club, mipa/ science, badminton, taekwondo, batik, calligraphy, archery, swimming, photography, percussion. These activities also form the character of learners such as discipline, environmental care, social care, religious, fond of reading, creative, clean living and so on.

IV. CONCLUSION

Implementation of curriculum 2013 in shaping the character of learners is carried out based on developing the vision, mission, and objectives of the institution according to the conditions and needs of the institution with programmatic activities, preparing the curriculum with a scientific approach and developing Paikem in the learning process, internalizing character values in teaching and learning activities. The character that appears there are eighteen characters such as religious, discipline, responsibility, caring, independence, confidence, hard work, and so forth. The most prominent character is the religious character.

V. ACKNOWLEDGMENTS

The author thanked both Islamic elementary education institutions in MIN 2 Doko Kediri and SD Plus Rahmat Kediri who have provided the opportunity to research and dig up data related to the implementation of the 2013 curriculum in shaping the character of learners. The author also thanked all experts who gave their advice and input on improving the content of the author's writing. The author also thanked to all person who helped to finish this writing.

REFERENCES

- [1] Rusliansyah Anwar, “Hal-hal yang Mendasari Penerapan Kurikulum 2013”, (*Jurnal Humaniora*, Vol. 5, No.1, April 2014), h. 105.
- [2] Sri Suwartini, Pendidikan Karakter dan Pembangunan Sumber Daya Manusia Berkelanjutan, (*Trihaya: Jurnal Pendidikan Ke-SD-an*, Vol. 4, Nomor 1, September 2017), p.220
- [3] Dominggus Rumahlatu, Estevanus K. Huliselan et al, “An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia”, (*International Journal of Environmental & Science Education*, Vol 11,2016), p. 56-63.
- [4] Imam Machali, “Kebijakan Perubahan Kurikulum 2013 dalam Menyongsong Indonesia Emas Tahun 2045”, (*Jurnal Pendidikan Islam*, Vol.III, No.1, Juni 2014), p. 91.
- [5] Heri Retnawati, Samsul Hadi et al, “Vocational High School Teachers’ Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province Indonesia”, (*International Journal of Instruction*, Vol. 9, No.1, January 2016), p. 34.
- [6] E. Mulyasa, *Guru dalam Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya, 2016), p. 48
- [7] *Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 3.*
- [8] Yusrina H, Yamtinak S, Rintayati P, “Implementation of Thematic Learning on Curriculum 2013 in 4th Grade Elementary School”, (*International Journal of Pedagogy and Teacher Education (IJPTE)*, Vol 2, Januari 2018).
- [9] Louis Cohen, Lawrence Manion & Keith Morrison, *Research Methods in Education*, (London and New York: Routledge, 2011), p. 219
- [10] John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, (London: Sage Publication, 2013), p.75
- [11] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2009), p. 79.
- [12] Thomas E. Curtis, Wilma W. Bidwel. *Curriculum And Instruction. For Emerging Adolescent* (New York: Addison Wesley 1976)
- [13] Madjid, *Perencanaan Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2006), p. 17.
- [14] Joyce McLeod, Jan Fisher, Ginny Hoover, *The Key Elements of Classroom Management Managing Time and Space, Student Behavior, and Instructional Strategies*, (USA: Association for Supervision and Curriculum Development (ASCD), 2003), p. Preface vi.
- [15] Moreen Zedko Isaura Sumual, Mohammad Ali, Evaluation of School Teachers’ Pedagogical Competence in Implementing Curriculum, (*Journal of Education and Learning*, Vol 11 (3)), p.344.
- [16] Agus Zaenul Fitri, *The New Paradigm of Prophetic Education in the Disruption Era of Industrial Revolution 4.0*. (Jakarta: AICIS 2019, Annual International Conference on Islamic Studies)
- [17] Yunus Abidin, *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*, (Bandung: PT. Refika Aditama, 2016), p.125
- [18] Pariang Sonang Siregar, Lia Wardani, Rindi Genesa Hatika, Penerapan Pendekatan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM) Pada Pembelajaran Matematika Kelas IV SD Negeri 010 Rambah, (*Jurnal Pemikiran dan Pengembangan SD*, Vol 5 No 2, September 2017), p. 744.
- [19] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*,(Bandung: Sinar Baru Algesindo, 2014)
- [20] Thomas Lickona, *Educating for Character, Mendidik untuk Membentuk Karakter*, (Jakarta: Bumi Aksara, 2013), p. 81.