

Integration of Character Values in Independent Curriculum Learning at SDN 2 Selat Penuguan

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Abstract: This study aims to analyze the Integration of Character Values in the Management of Independent Curriculum-Based Learning in State Elementary School 2, Selat Penuguan District, Banyuasin Regency. Data collection tools use interview methods, documentation, observation and literature review. Data analysis uses descriptive qualitative analysis with research stages that refer to the theory of Miles and Huberman, namely collecting data, data reduction, data presentation, drawing conclusions. The results of the study stated that the integration of character values in learning based on the Independent Curriculum at SD Negeri 2, Selat Penuguan District has been running well through 3 stages, namely 1) integration of character values into learning planning based on the Independent Curriculum as an effort to strengthen the character of students at SD Negeri 2, Selat Penuguan District; 2) integration of character values into the implementation of learning as an effort to strengthen the character of students at SD Negeri 2, Selat Penuguan District; 3) integration of character values into learning evaluations. Integrated learning planning with character values at SD Negeri 2, Selat Penuguan District The character values instilled at SD Negeri 2, Selat Penuguan District include (1) faith, devotion to God Almighty, and noble character; (2) independence; (3) mutual cooperation; (4) global diversity; (5) critical reasoning; and (6) creative.

Keywords: Character Values, Independent Curriculum, Learning Management.

1. Introduction

Education is an important part of all aspects of life, both for personal and social life. Through education, every individual can develop intellectual abilities and form good character to improve human resources in the life of the nation and state, as well as increasingly complex global challenges. Character is an important aspect of the quality of human resources that determines the progress of a nation. In the purpose of national education according to Law No. 20 of 2003 concerning the National Education System Chapter II Article 3 states that national education aims to develop abilities and form a dignified national character and civilization in order to educate the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In its application, the integration of character values into the learning process has been improved by designing a Pancasila Student Profile. This program is a form of government effort in strengthening the character of Indonesian students. Nadiem Anwar Makarim conveyed the Vision and Mission of the Ministry of Education and Culture, one of which is to realize Pancasila Students through the Pancasila Student Profile Strengthening Project (P5) This is explained in Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. In 1978 there was MPR Decree

Received: 15 January, 2025
Revised: 13 February, 2025
Accepted: 19 March, 2025
Online Available : 21 march, 2025
Curr. Ver.: 21 March, 2025



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No.II/MPR/1978 concerning Guidelines for the Appreciation and Practice of Pancasila (Ekaprasetya Pancakarsa)

The Pancasila Student Profile Strengthening Project is one of the inseparable parts of the Implementation of the Independent Curriculum. The Pancasila Student Profile Strengthening Project is an effort to realize Pancasila Students who are able to behave in accordance with Pancasila values, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The implementation of the Independent Curriculum through the Pancasila Student Profile Strengthening Project is special because its implementation is not integrated in the learning of each subject but has a special portion in each subject hour allocation which makes students have the opportunity to be able to develop their knowledge competencies, skills and attitudes by learning from their friends, teachers, and even to surrounding community leaders in analyzing hot issues that are occur in the surrounding environment (Tumembouw, 2023).

In the independent curriculum, there is no official textbook published by the Ministry of Education and Culture for students or teachers. Teachers who will design their learning by applying the values of the Pancasila Student Profile. Therefore, teacher professionalism is manifested by the ability to integrate their competencies and as school administrators to carry out the school's vision that affects the improvement of student learning outcomes. An effort that is designed to respond to a process that will be carried out in order to meet the goals achieved is called a strategy. Teachers use strategies in learning activities to achieve the learning goals to be achieved. With the strategy carried out by teachers, it is hoped that it can realize Pancasila Students in students' daily lives.

2. Theoretical Studies

Character Values

According to Samami (2016:43) character can be interpreted as the basic value that builds a person's personality, formed both by the influence of heredity and the influence of the environment, which distinguishes him from others, and is manifested in his attitude and behavior in daily life. In line with the opinion of Lickona (2015: 81) who said that character is defined as a person's natural nature in responding to situations morally.

According to Naim (2016: 55) character is a series of attitudes, behaviors, motivations, and skills. Character includes attitudes such as the desire to do the best, intellectual capacity, such as critical attitudes and moral reasons, behaviors such as honesty and responsibility, maintaining moral principles in situations full of injustice, interpersonal and emotional skills that allow a person to interact effectively in a variety of circumstances, and a commitment to contribute to the community and society.

Meanwhile, according to Gunawan (2015:3), character is the original state that exists in a person's individual that distinguishes him from others. Meanwhile, according to Mu'in (2017: 160) the term character has two meanings of character. First, he shows how a person behaves. If someone behaves dishonestly, cruelly or anarchically, of course that person is manifested in bad behavior. Both terms character are closely related to personality. A person can only be called a person of character if his behavior is in accordance with moral rules.

Independent Curriculum-Based Learning

There are several definitions of management or management according to experts, but all of these definitions have similarities in the meaning that they want to convey from the definition of management. According to Afandi (2018:1) management is the process of cooperation between employees to achieve organizational goals in accordance with the implementation of planning, organizing, personnel, direction, leadership, and supervision functions. The process can determine the achievement of predetermined goals by utilizing human resources and other resources to achieve more efficient and effective results. Then Feriyanto and Triana. (2015:67) said that management is the core of administration because management is a tool for implementing administration and plays a role as a tool to achieve results through the process carried out by members of the organization.

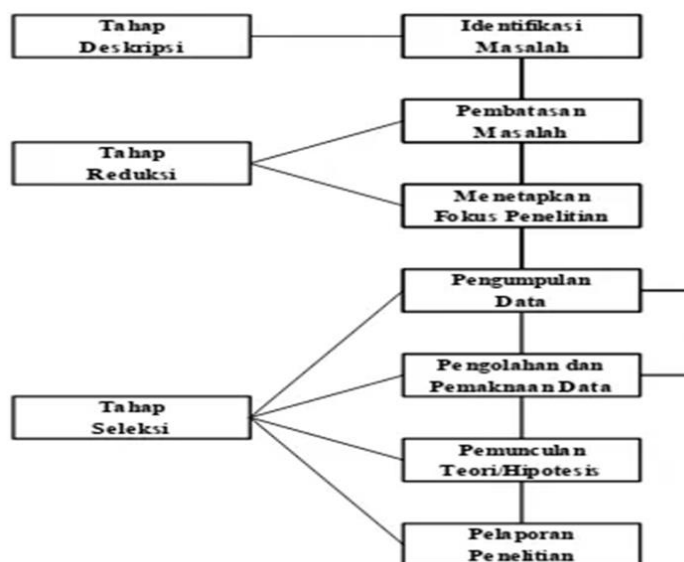
Learning is essentially not just conveying a message but also a professional activity that requires teachers to be able to use basic teaching skills in an integrated manner and create efficient situations (Mashudi, 2017: 3). Learning can simply be interpreted as an effort to influence a person's emotions, intellectual, and spiritual so that they want to learn of their own volition. Through learning, there will be a process of developing religious morals, activities, and creativity of students through various interactions and learning experiences. Learning is different from teaching which in principle describes the teacher's activities, while learning describes the activities of students (Nata, 2010: 85).

Meanwhile, according to Law Number 20 of 2003 concerning the National Education System Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Curriculum is usually differentiated between curriculum as a plan and a functional curriculum. The written plan is a curriculum document, while the curriculum operated in the classroom is a functional curriculum.

Currently, the Indonesian national curriculum has undergone changes 10 times: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Currently, the curriculum used is an independent curriculum. This independent curriculum is a replacement for the KTSP curriculum, which details several aspects significantly, namely knowledge, skills, and social and spiritual attitudes (Setiawan, 2019:83).

3. RESEARCH METHODS

The research method used in this study is a qualitative method. Moleong (2017:4) mentions qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from observable people and behaviors, where the method used emphasizes the process of searching for data/information until it is felt that it has been used enough to make an interpretation.



Picture 1. Qualitative Research Procedure (Sudjana, 2014)

4. Results and Discussion

Research Results

This research was carried out at SD Negeri 2, Selat Penuguan District. SD Negeri 2 Selat Penuguan is one of the Basic Education Institutions in Banyuasin Regency which is located at Jalan Poros RT 01 Dusun I Sumber Mukti Village, Selat Penuguan District.



Picture 2. Front View of SD Negeri 2 Strait

SD Negeri 2 Straits Penuguan has 12 educators and education staff consisting of 4 teachers with civil servant status, 4 with PKKK status, 4 with honorary status. The number of students of SD Negeri 2 Penuguan Straits in the 2023/2024 school year is 108 students consisting of 60 boys and 43 girls with a total of 6 rombels (School Profile of SD Negeri 2 Penuguan Straits in 2023/2024).

SD Negeri 2 Penuguan Straits is currently accredited B and has sufficient infrastructure based on the standards of facilities and infrastructure in the National Education Standards. SD Negeri 2 Penuguan Strait has facilities and infrastructure including 1 Library, 1 Laboratory, 1 Teacher's Room, 1 Musolah Room, 1 Hall, 1 UKS Room, 1 Toilet, 1 Warehouse, 1 Library Room, 1 WA PA/PI, 1 Men's Toilet, 1 Women's Toilet, 1 Teacher's Toilet, and 1 Principal's Toilet. All facilities and infrastructure of SD Negeri 2 Penguguan Straits are in good condition. From the results of data collection through the documentation above, it can be stated that as a whole, namely the location of the area, educators and educators, students and facilities and infrastructure of SD Negeri 2 Selat Penuguan are in good condition.

From the results of data collection through the documentation above, it can be stated that as a whole, namely the location of the area, educators and educators, students and facilities and infrastructure of SD Negeri 2 Selat Penuguan District are in quite good condition.

Results of Analysis of the Integration of Character Values in Independent Curriculum-Based Learning at SD Negeri 2, Selat Penuguan District

Based on the results of data collection through interviews, observations, and documentation conducted by researchers from June 1, 2024 to October 1, 2024 regarding the object of research, namely the integration of character values in learning based on the Independent Curriculum of SD Negeri 2, Selat Penuguan District, it can be stated that the character values that are integrated into the learning process are the character values contained in the Pancasila profile which include: (1) faith, fear of God Almighty, and have noble character; (2) independent; (3) working together; (4) global diversity; (5) critical reasoning; (6) creative. Meanwhile, elementary schools in this research are limited to one school, namely SD Negeri 2 Selat Penuguan.

In an effort to integrate character values into the learning process based on the Independent Curriculum, SD Negeri 2 Selat Penuguan District first planned a program through a school needs analysis study in the implementation of strengthening character education for students of SD Negeri 2 Selat Penuguan District. The main planning for strengthening the character of students at SD Negeri 2 Selat Penuguan District is to design the concept of character strengthening based on the school's vision and mission. In addition, so that the implementation of strengthening the character of students of SD Negeri 2 Selat Penuguan District can run optimally. The planning to strengthen the character of SD Negeri 2 students in Selat Penuguan District starting from work programs, resources, infrastructure and financial facilities is then poured into the school's vision and mission.

In order to implement the independent curriculum effectively, SD Negeri 2 Selat Penuguan strives to involve students in the learning process. SD Negeri 2 Penguguan Straits encourages active participation of students in the learning process. As the results of an interview on June 15, 2024 with Sumani, S.Pd., M.Pd as the principal of SD Negeri 2 Selat Penuguan stated that in order to implement the Independent Curriculum to run effectively, SD Negeri 2 Selat Penuguan students must be given the freedom to express their opinions, take initiatives, and organize their own learning. Teachers and school staff should hold discussions, collaborations, and activities that encourage student engagement.

The next step is to provide training and support for teachers. As the results of an interview on June 15, 2024 with Sumani, S.Pd., M.Pd as the principal of SD Negeri 2 Selat Penuguan stated that schools must provide sufficient training and support for teachers in implementing the Independent Learning Curriculum. This can include training on student-centered learning methods, the use of media in learning, formative assessments, and classroom management strategies that support student engagement. In addition, schools must also provide space for innovation and exploration. Therefore, SD Negeri 2 Selat Penuguan provides a space for teachers and students to innovate and explore topics that interest them. This can involve creative projects, independent research, presentations, or the use of innovative technology in learning. The next step is to involve parents and the community in implementing the Independent Learning Curriculum. Parent and community involvement can be done through parent meetings, open communication, and community involvement in learning events or student projects.

Thus, it can be argued that it is important to note that each school has a unique context and challenges, therefore implementing the Independent Learning Curriculum can vary. It is important for schools to continue to implement reflection and evaluation, as well as make the necessary adjustments to ensure the success of implementing the Independent Learning Curriculum. After implementing the initial steps in preparation for implementing the independent curriculum at SD Negeri 2 Selat Penuguan, the next step is to implement the independent curriculum into the learning process which consists of the implementation of learning, the implementation of learning and the evaluation of learning based on the Independent Curriculum at SD Negeri 2 Selat Penuguan.

Integration of Character Values into Independent Curriculum-Based Learning Planning at SD Negeri 2, Selat Penuguan District

Based on the findings, it can be stated that the integration of character values into learning planning based on the Independent Learning Curriculum at SD Negeri 2 Selat Penuguan by identifying Basic Competencies. Teachers of SD Negeri 2 Penuguan Straits identify the basic competencies that will be taught to students. These basic competencies include the knowledge, skills, and attitudes that students want to achieve in learning. Furthermore, teachers of SD Negeri 2 Selat Penuguan must adjust the lesson plan to meet the needs, interests, and abilities of students. The lesson plan should give students the freedom to set the course of learning, choose topics that interest them, and determine the most effective way of learning. In addition, teachers need to develop clear and measurable learning goals. These goals should reflect the basic competencies that students will achieve. Learning objectives must be specific, measurable, achievable, relevant, and can be used as a reference in evaluating the achievements of SD Negeri 2 students in the Straits of Penugu.

In an effort to integrate character values, teachers develop clear and measurable learning objectives that reflect the basic competencies that students will achieve. In addition, in order for the learning process to run effectively, teachers provide various learning resources, including textbooks, digital materials, journals, videos, online resources, or interactive materials, teachers of SD Negeri 2 Selat Penuguan also determine assessment methods that are relevant to the basic competencies taught. In learning planning, teachers pay attention to the diversity of students in learning planning as a practice in instilling the value of the character of the Pancasila profile. Teachers also plan learning evaluations that respond to changing student needs or the effectiveness of learning strategies that are integrated with the character values of the Pancasila profile.

Integration of Character Values in the Implementation of Independent Curriculum-Based Learning at SD Negeri 2, Selat Penuguan District

Based on the results of data collection conducted by researchers through interviews, observations and documentation, it was stated that the integration of character values in its implementation in academic activities at SD Negeri 2, Selat Penuguan District was carried out in 3 programs, namely (1) the integration of character education in teaching and learning activities; (2) the integration of character education outside of teaching and learning activities; (3) the implementation of character education in school extracurricular activities. Integration of extracurricular, intra and co-curricular activities and programs and the formation of a

conducive environment. The implementation carried out by the principal of SD Negeri 2 Selat Penuguan District, allows the program to strengthen the character of SD Negeri 2 Selat Penuguan students to run according to what is planned.

Therefore, in the implementation of strengthening the character of students, the principal of SD Negeri 2 Selat Penuguan District also designed training programs for SD Negeri 2 educators in Selat Penuguan District in order to improve competencies that can support school programs. Several trainings attended by educators are related to the development of independent curriculum-based learning as well as other trainings related to learning management both held in school and outside school.

Thus, it can be stated that the implementation of strengthening the character of students of SD Negeri 2 Selat Penuguan District is designed by the principal to lead to the formation of values that are based on behavior, traditions, daily habits and symbols practiced by all school/madrasah residents by playing their respective roles (role models). The culture of the school/madrasah is a characteristic of the character, character and image of the school in the wider community. Implementation is an activity to realize plans into concrete actions in order to achieve goals effectively.

Discussion

Based on the results of the research, it can be stated that the integration of character values in learning based on the Independent Curriculum of SD Negeri 2 Selat Penuguan District is taken in 3 stages, namely 1) integrating character values into learning planning based on the Independent Curriculum as an effort to strengthen the character of students at SD Negeri 2 Selat Penuguan District; 2) integrating character values into the implementation of learning as an effort to strengthen the character of students at SD Negeri 2, Selat Penuguan District; 3) integrating character values into learning evaluation.

For this reason, the punishment at SD Negeri 2, Selat Penuguan District, is more of an effort to build student discipline such as sweeping, watering plants and so on. In an effort to build the character of students, teachers always familiarize students to carry out activities that have been programmed by the school with discipline, sincerity and a sense of responsibility. In addition, by example, students can learn from teachers because teachers are imitated and imitated. Like teachers always come earlier than students, on time when entering the classroom if this is done continuously, students will record in their hearts and minds sharply this form of example. So that in his memory there is one character, namely religious, which should be imitated and this is the starting point to change the behavior of students for the better. In line with the opinion of Wijaya et al (2019) who stated that students when given awards will be more motivated and more enthusiastic. When students are given punishments, they will try not to get punishment again by complying with the rules that have been set.

The obstacles or obstacles experienced in building the character of students of SD Negeri 2 Selat Penuguan District through the management of learning based on the Independent Curriculum include internal factors, namely from the teacher factor. This is an obstacle from internal factors. Teachers have a very important role in shaping students' religious attitudes. Teachers always provide examples and examples so that they become role models for students to comply with character values at school. However, when there are students who violate school rules, there are teachers who do not have the heart to punish students. A teacher who is a role model for students must strictly follow the rules. If a student commits a violation, the student should get sanctions in accordance with the violation that has been committed.

Teachers have the responsibility to shape the character of the students who are handed over to them. Therefore, to instill the value of character in the learning process, teachers who have competence are needed. In addition, communication between the school and students' parents can be a solution in facing the obstacles in the implementation of character education in schools. Through outgoing education, students have the basic foundation of further education, if in the family and at school both habituate children in various things, it will be easier to form the character of students. The involvement of all elements of school stakeholders is a solution to the obstacles faced in instilling character values in students.

The results of this study are supported by the results of research from Badarudin et al (2024) which states that to instill discipline in students, school principals must provide aspiration space to teachers, provide freedom to show creativity in educating students, and maintain family relationships outside of working hours. Second, the principal strives to be transparent in managing the school and providing information and opportunities to teachers. Third, the principal is active in dialogue and deliberation when there are problems involving the school and teachers.

5. CONCLUSIONS

Based on the results of the research, the following conclusions can be drawn. The integration of character values in Independent Curriculum-based learning at SD Negeri 2, Selat Penuguan District, has been going well through 3 stages, namely 1) integrating character values into learning planning based on the Independent Curriculum as an effort to strengthen the character of students at SD Negeri 2, Selat Penuguan District; 2) integrating character values into the implementation of learning as an effort to strengthen the character of students at SD Negeri 2, Selat Penuguan District; 3) integrating character values into learning evaluation. Learning planning that is integrated with character values at SD Negeri 2 Selat Penuguan District Character values instilled in SD Negeri 2 Selat Penuguan District which include (1) faith, fear God Almighty, and noble character; (2) independent; (3) working together; (4) global diversity; (5) critical reasoning; and (6) creative.

The obstacles faced are from internal and external factors. The obstacles that occur due to internal factors are infrastructure facilities that have not been maximally supported by the program, lack of awareness of students and teachers. Meanwhile, external factors are parental factors and the community's environment.

The maximum solution to build the character of students carried out by the principal is (1) encouraging teachers to improve competence; (2) the principal always coordinates with all school stakeholders and establishes communication with students' parents; (3) Strive to improve student discipline at school.

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