THE INTEGRATION OF SECOND CORE COMPETENCE (KI 2) OF CURRICULUM 2013 IN ENGLISH CLASSES

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Aticle Info	Abstract
	This final project is based on a study which attempted to describe the integration of character education in a real teaching. The main purpose of the study was to describe how the teachers integrated and assessed (KI 2) or character education to their students in English classes. Three english teachers from two different school levels participated in this research. They taught their students in the class. From the teaching and learning process, the transcriptions which contained teachers' acts and talks was provided. Then, both teachers' acts and talks were displayed on a table. They were categorized based on 18 pillars of character education which is proposed by Kemendiknas. After both teachers' acts and talks were categorized, the researcher explained what methods or strategies were used in integrating and assesing character education. After that, the researcher summarized all the findings from the data and conclude them. Results indicated that all the three teachers who became the source of data have already integrated character education in their class. The first teacher or teacher A integrated discipline and social care. Both discipline and social care are displayed twice on the transcription. The next teacher is teacher B. During her class, she integrated tolerance three times, respect of the achievement three times, social care four times, each democratic, communicative and discipline one time to all her students. The last teacher is teacher C. She did integrate curiosity once, religious for four times and both tolerance and democratic twice. Charater education has already integrated by all teacher in each class. There was no new strategy which was used by all the teachers in integrating character education. The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day.

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INTRODUCTION

Education in Indonesia has many problems till now. According to Senior Advisor to The Minister of National Education, Prof. Dr. Kacung Marijan, Indonesia experienced very complex educational problems. From those problems, he grouped them into three main problems. The Problems are low teacher's quality, inadequate infrastructure, and curriculum which has not been standardized.

The first problem is low teacher's quality. Based on National Seminar on Global Education Perspective: Roots of The Change Education System in Indonesia, in Solo, Central Java, on 2013 amongst 2.92 millions of new teachers, about 1.44 millions of them have not mastered the S-1 degree. That amount is equivalent to 49.3 percent of the total teachers in Indonesia. And also, there are only 2.06 millions or about 70.5% of the teachers who are qualified for certification while the rest are not qualified.

The next problem is inadequate infrastructure. Based on data from Ministry of National Education, Indonesia has 899,016 primary school classrooms, but there are 293,098 (32.6%) classrooms in a bad condition. In junior high schools, Indonesia has 298,268 classrooms but some of them which are in bad condition reach 125,320 (42%). Based on the region, East Nusa Tenggara (NTT) has 7,652 classrooms in bad condition, followed by 1,186 in Central Sulawesi, Lampung 911, West Java 23,415, Southeast Sulawesi 2,776, Banten 4,696, South Sulawesi 3,819, West Papua 576, Central Java 22, 062, east Java 17,972 and West Sulawesi 898.

The last problem relates to our education is about curriculum which has not been standardized. In fact, curriculum in Indonesia has already changed many times. Due to frequent change of curriculum, there was a public perception stated that "minister changes, curriculum also changes". This perception shows that curriculum which is used or implemented in Indonesia depends on the minister who is on duty. As the result, the curriculum which is implemented lasts only for couple years. This situation makes the curriculum ended before it can be evaluated.

Once again, curriculum in Indonesia is changed. Mohammad Nuh, the former minister of education launched and implemented new curriculum on July, 15th 2013. This new curriculum is known as Curriculum 2013. Curriculum 2013 brings some changes to its content. One of them is putting character education into core competence. The government named character education into Second core competence (KI 2). In relation to that issue, the government insists every school level to optimize character education. The government insists the optimization of the character education based on the importance of character education itself and some social phenomena which appear recently, that is the moral degradation of Indonesian society. For example, pornography, students bullying, drugs, corruption etc.

The reason why this research needs to be done are Curriculum 2013 has triggered a lot of public debates among experts and layman alike. Then, the classroom practices that integrate character education and subject matter needs to be documented to provide authentic information to the authority regarding the implementation of one aspect of the curriculum. The last reason is the documentation of the classroom practices will be useful for teacher training institution such as UNNES that trains student teachers. The results of this study may serve as useful input for preparing teachers to implement the new curriculum.

Hopefully, This research is expected to be able to give information to the researcher herself and some intellectuals and also people in educational field dealing with curriculum 2013, core competences of curriculum 2013 and character education (KI 2). The researcher hopes that this research brings some advantages to the teachers, government and the researcher herself in the future.

REVIEW OF RELATED LITERATURE

Kelly (1999) stated that "Curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school." Based on this definition, curricular activities cover some activities both inside and outside of the class.

Based on RELC journal 44 (1), The term "curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieve."

Further, Null (2011:34) suggested that Curriculum, however, is a specific, tangible subject that is always tied to decision making within institutions, whether they are schools, churches, nonprofit agencies, or governmental programs. He also suggested that a curriculum forces us to think about ethics. Overview of this definition fits perfectly with the curriculum 2013 which emphasizes on character education. Character education becomes second core competence and main point of this curriculum. The proof of the previous statement is reduction the sum and period of subject in all education levels and the integration of character education on each subject.

Curriculum 2013 is a curriculum that prioritizes on the understanding, skills, and character education. Students are demanded to understand the materials, active in the discussions and presentations as well as have manners and discipline (Wikipedia.com).

Etymologically, the word education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere* "to lead". Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Webster defines education as the process of educating or teaching. Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Ki Hajar Dewantara defines "education as an effort to advance the character, mind and body of children, in order to advance the perfection of life that is alive and bring the child in harmony with nature and society".

Basically, "the English word 'character' is derived from the Greek *charaktêr*, which originally referred to a mark impressed upon a coin. Later and more generally, 'character' came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean the assemblage of qualities that distinguish one individual from another" (Homiak, 2007). Besides, there is another definition stated by Thomas Lickona (1991: 52), Character is "*A reliable inner disposition to respond to situations in a morally good way*".

The Greek philosopher Aristotle on Lickona (1991:50) defined good character as the life of right conduct-right conduct in relation to other persons and in relation to oneself.

Further, the definition of character education clearly explained in *http://www.en.wikipedia.org/wiki/Character-_education "Character education is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and/ or socially acceptable beings."*

In other hand, Schwartz (2008) also stated Character education is a national movement encouraging schools to create environment that foster ethical responsible, and caring young people.

In daily life, there are so many characters that we have to apply to be considered as a good human beings. *On Buku Panduan Pelaksanaan Pendidikan Karakter* which is published by Kemendiknas (2011), there are 18 values as the result of empirical study which is done by *Pusat Kurikulum*. Those values are sourced from religion, *Pancasila,* Culture, and the goal of

national education. The values are (1) religiousity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democrat, (9) curiosity, (10) the national spirit, (11) nationalism, (12) respect for the achievements, (13) friendly/communicative, (14) pacifism, (15) love to read, (16) environmental care , (17) social care, (18) responsibility.

In other hand, Koesoema A proposes twelve pillars of complete and comprehensive character education. The pillars are Appreciation of the body, Transcendental, Academic excellence, Self-control, Bravery, Love of rigteousness, Skilled, Democratic, Appreciate to differences, Responsibility, Fairness, Moral integrity

Further, the Good characters according to Josephson Institute of Ethics, can be categorized into six pillars of character education. They are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship

Character education is integrated on real teaching is an introduction to values, a facility to gain awareness about values and internalize some values into student's behavior through a learning process which take place inside or outside the classroom for all the subject.

After understanding the core (KI) and basic competence (KD) of curriculum 2013 for English lesson, the next step is to integrate the Character Education (KI 2)   in English Classroom, which steps are explained as follows:

1. Preparing the English syllabus which includes the Character education.
2. Explaining the syllabus that has included the Character Education into the Lesson Plan
3. Implementing the RPP in English Learning. The teacher is expected to create the materials which contain the character education. One of the techniques is to as the students begin with understanding the material and continue to observing values that can be generated from the materials.
4. The last step is evaluation. The evaluation implemented by teacher must include (a) evaluation of the English materials understanding (cognitive aspect) (b) evaluation to understand the attitude and

value to be developed from the English materials (effective aspect)

RESEARCH METHODOLOGIES

Descriptive-qualitative approach is used in this research to analyze character education is integrated on English class and display the whole result of the research itself regarding on answering the research problems.

The object of this study is English teachers in MAN Babakan and MTs. This study is only concerned on teachers' strategies in case integrating and assessing character education in English classes.

In this final project, the researcher is an outsider who pay attention and record teaching and learning process. Based on the explanation above, I am an outsider who responsible to be the data collector, observer, analyzer, and reporter. As the data collector, I take the data from English teacher in a real teaching. I, myself record the teacher in teaching the students. As an observer, I just observe closely the teachers in doing their job. As an analyzer, I am in charge of analyzing some methods or strategies used by teachers in integrating and assessing character education. Then, I categorize the data based on the eighteen values from Kemendiknas which is the criteria of data analyzing. The last, I am responsible to be a reporter. It means that I need to composed and report the whole result of the research in the form of final project.

The data is needed to compose this final project is categorized as naturally occurring data where it is not made up. It means that the data is not artificial. The data which is obtained is in the form of English teacher's performance in integrating and assessing second core competence (KI2) of curriculum 2013 in English class.

To obtain data of this study, the researcher uses video recording. I use video recording because the data is in the form of teacher's performance in integrating and assesing second core competence (KI 2) of curriculum 2013. I use video recording because the data can display the

whole process of integrating and assessing KI 2 of curriculum 2013 .

In analyzing the data, the first step is making a transcript of the video. The process is called with transcribing. In this process, I specify every word which were said by the teacher on the video. Then, I specify teacher's talk and act on each activity to find what character education which are addressed by the teacher. Here, I categorized the findings based on 18 pillars of character education which is proposed by Kemendiknas such as religiosity, honesty, tolerance, discipline, hard work, creative, independent, democrat, curiosity, the national spirit, nationalism, respect for the achievements, friendly/communicative, pacifism, love to read, environmental care, social care, and responsibility. Then, I explain what methods or strategies are done by teacher to addressing and assessing character education. In simple way, data display can be seen on the table below.

Teacher's talk or act	Pillar of character Education	Strategies

The last step is conclusion or verification. Conclusion of a qualitative research may be able to answer the research problems which are formulated from the beginning, but maybe no. It may happen due to the problem and research problems in qualitative research are still tentative and will be developed after the research itself completed. In this stage, I summarize all the findings from the data and conclude them.

FINDINGS AND DISCUSSIONS OF FINDINGS

This chapter deals with two main points of analysis. They are research findings and discussions of the findings. The research findings describes what had happened in English classes and presents some facts which are related to the strategies in integrating and assessing Second Core Competence of Curriculum 2013 or character education which were done by the teachers. In addition, the discussion of the finding presents the description and interpretation of the finding in order to provide more comprehensive explanation. In this point of analysis, I will categorize all teacher's acts and talks using eighteen pillars of character education including religiosity, honesty, tolerance, discipline, hard work, creative, independent, democrat, curiosity, the national spirit, nationalism, respect for the achievements, friendly/communicative, pacifism, love to read, environmental care, social care, and responsibility (*Badan Pusat Pelatihan dan Pengembangan Kurikulum, 2010*).

FINDINGS AND DISCUSSIONS OF FINDINGS

There are three teachers who become the participants of this research. For privacy reasons, they will be referred to as teachers A, B and C. These three teachers come from two different school levels. Teacher A is an English teacher in Madrasah Aliyah Negeri or Islamic Senior High School of Babakan, Lebaksiu. In addition, both teacher B and C are English teachers in Madrasah Tsanawiyah or Islamic Junior High School of Slawi.

The transcriptions which are derived from the videos of teachers in teaching character education on English classes show that each teacher has already integrated character education in their classes. The transcriptions show that the first teacher or teacher A integrated character education for four times during sixty five minutes of his class. The character education which he integrated is classified into two pillars from eighteen pillars of character education. They are *discipline* and *social care*. Both *discipline* and *social care* are displayed twice on the transcription. The next teacher is teacher B. She taught her students for about an hour and fifty eight minutes. During her class, she integrated character education for eight times. She has integrated six pillars out of eighteen pillars of character education which is proposed by Kemendiknas. The characters which she integrated are tolerance, respect of the achievement, social care, democrat, communicative, and discipline. She incorporated tolerance three times, respect of the achievement three times, social care four times, each democrat, communicative and discipline one time to all her students. The last teacher is teacher C. She did teach her students for about thirty two minutes. She integrated character education for eight times out of eighteen pillar of character education which is proposed by Kemendiknas. She did integrate religiosity, curiosity, tolerance, and democrat. Teacher C integrated religiosity for four times and both tolerance and democrat twice.

CONCLUSION

Finally, from the analysis findings above, it could be summarized; the three teachers who became the participants and the data sources of this research had already integrated character education in their class. The first teacher or teacher A integrated two pillars of character education during sixty five minutes of his class. He integrated pillar *discipline* and *social care*. Both *discipline* and *social care* were displayed twice on the transcription. The second teacher is teacher B. She taught her students for about one hour and

fifty eight minutes. During her class, she integrated pillar tolerance, respect of the achievement, social care, democratic, communicative, and discipline. She integrated tolerance three times, respect of the achievement three times, social care four times, each democratic, communicative and discipline one time to all her students. The last teacher is teacher C. She taught her students for about thirty two minutes. She integrated eight pillars out of eighteen pillar of character education proposed by Kemendiknas. She did integrate religiosity, curiosity, tolerance, and democrat. Teacher C integrated curiosity once, religious four times and both tolerance and democratic twice.

Secondly, there was no new strategy which was used by all the teachers in integrating character education. The teachers mostly integrated character education by some actions they did in teaching and learning process which actually most of their students did not notice. They did not clearly say or give examples to what characters which become objectives or listed on the lesson plan. The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day.

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