

The Implementation of Character-based Curriculum to Improve the Akhlakul Karimah of Students in Alam Elementary School Bandung

Nurwataniah¹, Said Hamid Hasan², Rudi Susilana³

¹Universitas Pendidikan Indonesia, Indonesia

²Universitas Pendidikan Indonesia, Indonesia

³Universitas Pendidikan Indonesia, Indonesia

¹nurwataniahpk@upi.edu, ²eshamidhasan@gmail.com, ³rudi_susilana@upi.edu

Abstract

This study aims to review the implementation of character-based curriculum to improve akhlakul karimah. This study uses qualitative approach and case study method. The data collection techniques used in this study are observation, interview, and document study. The result of the study shows the planning of character-based curriculum to improve akhlakul karimah of the students in Alam Elementary School Bandung are program planning, planning based on KTSP planning, develop learning program based on school's vision, mission, and goals in accordance with the philosophy of Alam Elementary School. This study uses both direct and indirect learning for its learning implementation. Classroom management which centered on students by using various approach are contextual learning, learning by doing, inquiry and incidental based on the students' mood. The use of nature as the laboratory is the students learn to blend directly with the nature and the nature as the media and study resources. The implementation of learning process includes preliminary activities, main activities, and closing activities. The evaluation is done comprehensively which is provided in the report (groovy report), narrative reports, and number reports. Akhlakul karimah evaluation is done by daily monitoring. Lessons evaluation is carried out through formative evaluation and summative evaluation. Formative evaluation is carried out through exercises.

Keywords: Implementation, Curriculum, Akhlakul Karimah Character, Elementary School

INTRODUCTION

Character determines the moral quality and direction of each young generation in making decisions and behavior. Because character is an integral part that must be built, the younger generation as the hope of the nation, as the nation's successor who will determine the future must have an attitude and mindset that is based on strong and correct morals to build the country (Prasetyo, 2014). Therefore, it is necessary to have a step given to be able to make this happen, one of which is by implementing character learning for children starting from the most basic level of education.

Dewantara (2004) expresses the term "character, character, manners" the union of thoughts, feelings, and will or will that create energy. Budimansyah (2010) added that character is willing to do good and has a good life which is imprinted in oneself and is embodied in behavior: Judging from the origin of the word, "character" is a concept that comes from the Greek word "charassein", which means to carve so that it forms a pattern. Having a good character, cannot be passed down once he is born, but requires a long process through

upbringing and education. In Arabic, the character is known as "akhlaq" which is the plural for the word "khuluqun" which linguistically means character, temperament, behavior, or *tabi'at*, manners, manners, manners and actions. Saebani and Hamid (Tanshzil, 2013).

In terms of morality, it is defined as an act that is carried out repeatedly and not an occasional or occasional act. A person is said to be ethical if he commits an act that arises automatically driven by motivation from within and is carried out without much consideration so that it is not impressed as compulsion. Moral development from an early age is considered as an important provision for the life of a child in the future Amiruddin (2011). So, it can be said that character is the same as morals. The reality of weak character which in Arabic the character is called *akhlaq*, is currently thriving among students, this is shown by the emergence of various cases of violence, pornography and cybercrime, sexual crimes, drug abuse, free sex, bullying, and sharing other social problems.

In terms of morality, it is defined as an act that is carried out repeatedly and not an occasional or occasional act. A person is said to be ethical if he commits an act that arises automatically driven by motivation from within and is carried out without much consideration so that it is not impressed as compulsion. If the act is done forcefully, it is not a reflection of morality. Furthermore, many do not realize that parents who ignore children's moral development are actually saving for the destruction of their own children. Children who do not get good moral development will be easily influenced by the development and progress of the times. All behaviors instilled since childhood will remain imprinted and carried over into adulthood. Thus, children who are accustomed to behaving well since childhood will be encouraged to do good when they grow up. This is why moral development from an early age is considered an important provision for the life of a child in the future. Amiruddin (2011, pp. 14-15). So, it can be said that character is the same as morals.

According to Suryadi (in Sudayat, 2015,) that, the formation of human character is determined by two factors, namely nature (natural factors or *fitrah*) and *nurtur* (through socialization and education). Environmental factors, namely the effort to provide education can determine what "results" will be produced from a child. A person's character can be formed from upbringing, education and positive socialization from the environment.

Education alone is not enough to form students with character, but character education is necessary. This is according to what was expressed by Alicia M. Chapman because of the many problems experienced by students, she suggested that: "It is recommended that schools should spend several days a week focusing on character development, even if it is just for ten

minutes or so a day. After a while, students will be noticeably impacted." (Chapman, 2011). That is, schools are advised to use several days a week to focus on character development, ten minutes or more a day. After a while you will feel the impact. It can be said that schools must focus on developing character education on the sidelines of implementing academic education. The modern education system has caused a number of social problems.

Education in the Big Indonesian Dictionary is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts: processes, methods, educational actions. According to the Law on the National Education System it is stated that: "Education is a conscious and planned effort to realize the means of learning the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence of noble character and the skills needed by themselves, society, nation and country" (UUSPN Nomor 20 Tahun 2003).

Providing education alone is not enough to produce human beings as a whole (holistic). Education without being based on character will produce human beings who are smart but have no morals. This is in accordance with what was expressed by Achmad Husen, et al (2010) that: Education in Indonesia is suspected to be less based on Pancasila character education, but rather dominates or boasts education that is arrogant on the superiority of mere cognitive logical thinking. Ramli in Achmad Husen, et al (2010) revealed that character education has the same essence and meaning as moral education and moral education. The aim is to shape the child's personality, so that he becomes a good human being, a citizen, and a good citizen.

Nature school is an educational alternative to an education system based on nature. Observing natural schools, in general the environment feels natural with the school building which is just a house on stilts commonly called a hut surrounded by various plants and even a roof terrace area, not the atmosphere of a magnificent building like the classrooms. Children are given the freedom to explore, experiment, and express without being limited by walls and various rules that can curb children's curiosity in natural schools. Children are allowed to be themselves and develop their potential to grow into human beings with character, noble character, and have broad and dangerous knowledge. As a result, a baby has been identified with the home environment since birth. The concept of an elementary school is integrated with the three pillars of learning which are indicators of human development.

METHOD

This research approach uses a qualitative approach because here the researcher tries to reveal and understand the facts in accordance with the realities in the field without intervening in the conditions that occur. A qualitative approach is a research approach that is able to describe research as a whole (holistic). Through this qualitative research, data on the implementation of a character-based curriculum to improve akhlakul karimah in natural schools, especially those related to planning documents, implementation, learning assessment, and other influencing factors can be obtained in a complete, in-depth, credible, and meaningful way so that the research objectives can be achieved. This research used some instruments such as interview and documentation.

This research method is a case study, this was chosen with the intention of describing the problem that will be examined by looking at phenomena or symptoms that occur naturally regarding the moral character of students at school, so that with a qualitative approach, and the case study method will be able to answer questions and examine findings to be described, developed, and evaluated regarding the problems of implementing a character-based curriculum to improve students' morals that take place at the Bandung Natural School (SAB).

The scope of this research is quite broad, so the researchers limit it from deductive to inductive research involving various efforts to assess the implementation of a character-based curriculum to improve students' morals at the Bandung Natural School (SAB). To reveal the phenomenon of direct events at SD SAB, the researcher as a key instrument is directly involved in the field, by involving himself so that he can understand the specific meaning in research interactions with respondents, so that it is easy to correct mistakes and correct misunderstandings in the respondent's understanding of the questions to be asked, and can be understood in depth about the situations, conditions, processes, activities, events, behaviors that arise from every student and school member while they are in the school environment.

Miles and Huberman (1992) revealed that with qualitative data one can understand the chronological flow of events, assess cause and effect within the scope of local people, and obtain many and useful explanations. Qualitative data can be used to make unexpected discoveries and to form new theoretical frameworks. In addition, qualitative research emphasizes process rather than product or outcome, is inductive in data analysis and places more emphasis on meaning (Sugiyono, 2007, Sudjana and Ibrahim, 2007).

According to Moleong (2005) regarding the qualitative approach is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., as a whole and by means of descriptions in

the form of words and language in a particular context. natural and by utilizing various scientific methods. According to Sukmadinata (2009,) "qualitative research has two main objectives, namely the first to describe and reveal (to describe and explore) and the second to describe and explain (to describe and explain). A qualitative approach will be in accordance with the use of the method with the case study method. Yin (2003) says "In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the focus is on a contemporary phenomenon within some real-life context". In general, explaining that this case study is suitable for use when the main question of a research relates to "how" or "why", when the research has little opportunity to control the events to be investigated, and when the research focus lies on contemporary (current) phenomena. in a real life context.

RESULTS AND DISCUSSION

The Strengthening Character Development Program for elementary schools incorporates character education into the curriculum (Alimi, 2013; Ghufron, 2010); integration of existing scientific disciplines, preservation of intellectual priorities (Bachr, 2017); personal development; and local content (Judiani, 2010). The essential values of integrating Character Strengthening Elementary schools carry out learning activities in the classroom, the school environment, and with the participation of the surrounding community. These core principles are religion, nationality, independence, cooperation, and honesty (Hendarman, 2017).

In the implementation stage, student character is formed through the development of learning experiences and learning processes. This is realized through a process of empowerment and acculturation that takes place within the three pillars of education: the educational unit, family, and community. The research site has the following issues:

1. The absence of a very good attitude in the house. There are unwanted behaviors that students acquire at home and bring to school; for example, students are taught to speak respectfully in school. However, if children are used to hearing rude and abusive language at home, they will use the same language as their peers at school.
2. Lack of responsibility in completing schoolwork because children are used to being helped at home, spoiled and have an undisciplined attitude at home that spreads to school.
3. Students are infected with various forms of violent internet games, causing them to become egocentric, selfish, indifferent, and lacking empathy for their peers or classmates.

Based on the research results obtained through interviews and documentation involving school principals and also teachers at the school, the following is a further explanation:

a. Character-based Curriculum Planning to Improve Students' Akhlakul Karimah at the Bandung Natural School

The concept of curriculum planning at SAB Elementary School is quite different from other schools, although the curriculum used is the same as many other schools, namely the Education Unit Level Curriculum (KTSP) or the 2006 Curriculum which has been in effect until now. Local content that has been determined is Environmental Education (PLH), Sundanese and entrepreneurship. SD SAB develops its education based on the school's vision and mission in line with the National Education Goals. In order to strengthen mastery and teaching materials, especially in building character to improve students' moral character, the school provides additional lesson hours in the form of activities to instill and improve students' moral character, these activities include outbound, talaqi and tasmi, entrepreneurship, and learn to read the Qur'an, pray dhuha circumcision, qolbiyah and ba'diah circumcision prayers. In addition to these activities there are Arabic and English lessons.

Planning a Character-based Curriculum to improve the applied akhlakul karimah, is carried out at the beginning of the semester or at the beginning of the academic year for a period of one week. The curriculum planning used is prepared for one semester, this is done by the school and parents. Internally, before the class teacher plans with parents, teachers and parties plan a study plan for 1 semester based on SK, KD, which has a syllabus provided by the government. The principle of developing SSK, KD to improve the moral character of students at SD SAB is left entirely to the respective class teachers to suit the characteristics of the students from each class.

Based on the results of interviews and direct documentation studies that have been conducted by researchers on the correspondent of the SD SAB Principal who is also directly involved in implementing a character-based curriculum to improve the morals of students in helping teach in the field of Mathematics for grades IV and V When the teacher is unable to attend, he explained that the school curriculum uses the 2006 curriculum or KTSP. Schools develop their own application of the character or morality of students based on the characteristics of each class.

b. Implementation of a Character-based Curriculum to Improve Students' Akhlakul Karimah at the Bandung Natural School

After the observations made by researchers, the learning activities in SD Sekolah Alam Bandung are quite diverse based on the lesson plan, weekly, and each class program. SD SAB does not have a break bell; the class teacher arranges each break time according to the

conditions and characteristics of the class. The class teacher is based on the weekly. During the learning process, the teacher creates an atmosphere that is enjoyed, students learn away from pressure, class management is quite diverse, some study in huts, some in vegetable gardens, and some clean chicken kendang. This allows for learning by doing which includes 3 aspects at once, namely: the physical aspect, the heart aspect, and the brain aspect. There is also a class that is learning to play chili sauce.

The system and way of presenting learning at SAB Elementary School is that in the morning everything starts with opening class activities with prayer, such as reading al-Fatihah, remembrance and prayer before learning, followed by talaqi and tasmi and some continue by telling stories or wisdom story. After opening the class, it is followed by learning activities (core activities), and finally closing activities (closing activities). The implementation of a character-based curriculum to improve students' morals at SD SAB is carried out by direct learning and indirect learning. Both learning is carried out based on the program and the habits that are applied. The program is strongly supported by daily habits, including: talaqi and tasmi, sunnah dhuha prayers, sunnah qobliah and ba'diah prayers, dhikr and pray, learn to read Al-Qur'an, entrepreneurial activities, and outbound, as well as class rules agreed upon by each class.

Learning is carried out student-centered with various approaches including: contextual learning, learning by doing, and inquiry as well as incidental learning in accordance with the mood of students, the class teacher as a role model and is fully responsible for managing the class based on the characteristics of the participants educate. The stages of the learning process include preliminary activities, core activities, and closing activities. The inculcation of the character of Akhlakul Karimah is carried out all the time at school.

CONCLUSION

Based on the results and discussion above, it can be concluded that planning a character-based curriculum to improve the morals of students at SD Sekolah Alam Bandung is program planning (planning program) and planning according to the preparation of KTSP. Development of plans (programs) and learning materials based on the vision, mission and objectives based on the natural school philosophy. Program development includes a) creating a lesson plan program; b) class program; c) modules (teaching materials); d) make a weekly (weekly schedule). The program is heavily supported by the practice applied every day. The lesson plan

program includes the same 4 aspects as contained in the groovy report card, namely: akhlakul karimah, philosophy of science, leadership, and business/entrepreneurship. The time needed in making curriculum planning is in the range of 1 week.

Classroom management is student-centered learning with various approaches such as contextual learning, learning by doing, and inquiry and is incidental according to the mood of students. The use of nature as a lab is where students learn to unite directly with nature, nature as a medium and nature as a learning resource that they use every day. The program of activities and habits carried out at SD SAB in the character education of akhlakul karimah: discipline, responsibility, courtesy, protecting the natural environment, and a sense of brotherhood and various other positive attitudes.

Evaluation of the implementation of a character-based curriculum to improve students' akhlakul karimah at SD SAB is in accordance with the steps in evaluating which consider the components of the assessment comprehensively, starting from competency analysis based on planning, learning indicators and specific assessments according to reports/groovy reports and narrative reports on student progress. Evaluation of each learning content is carried out by summative evaluation and formative evaluation. The summative evaluation uses the formula: UTS value = 80% process assessment + 20% UTS. UAS value = 80% process assessment + 20% UAS. Formative evaluation of lesson content is carried out through exercises at school. While the evaluation of akhlakul karimah is carried out every day without recap in a special format. Evaluation results are reported at midterm and end of semester through groovy report cards and narrative report cards. By carrying out this evaluation step, SD SAB is quite capable of realizing the target of implementing the curriculum even though it is not yet optimal due to the heterogeneous conditions of the students.

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