



Intergration Chracter-Based Curriculum in Character Building of Karuni Christian Junior High School Students

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Abstract

The purpose of this research is to identify how the strategic planning through curricular integration in curriculum formation of the students' character in SMP Kristen Karuni by the curriculum formation and activities programs containing character values. This research applied a qualitative descriptive design to the curricular integration in developing the character values of the students. The result of the research showed that the characted based curricular integration in SMP Kristen Karuni is effective to develop the students character in the Srritual and Social aspect, for example; honesty, responsibility, effeciency, indenpendency, and discipline.

Keywords: *Curriculum Integration, Character, Students.*

Introduction

The curriculum in Indonesia has undergone a number of changes and improvements since the beginning of independence, along with the dynamics of educational needs. The Indonesian curriculum is designed to coordinately and purposefully build a young generation that is intellectually intelligent and strong in character. Character-based curriculum incorporates disciplinary values into learning, not only in theory, but also through real practice. Character is interesting even though the Indonesian government has always put this theme on the big agenda of national education growth. The government created character in the world of education, with the creation of a curriculum that was built based on the 2018 presidential regulation while the 2013 Curriculum policy was one of the most obvious character strengthening actions taken by the government. In essence, the curriculum itself is a learning activity that must be fully completed in order to achieve the goal of

education, which is to educate the nation's life and develop the character of a complete Indonesian human being, namely a human being with faith and devotion to God Almighty and noble character, knowledge and skills, and physical and spiritual health who is advanced and able to be independent and responsible for society and nationality.

The quality of education in Indonesia continues to be improved by the government, one of which is curriculum development. In accordance with Law No. 20 on the National Education System in 2003, listed in Chapter X Article 36, it is stated that: "(1) Curriculum development is carried out with reference to national education standards to realize national education goals. (2) The curriculum at all levels and types of education is developed with the principle of diversification in accordance with the education unit, regional potential, and students." The law is in line with the reality that occurs in Indonesia, namely the curriculum in Indonesia

has undergone several changes starting from the 1947 Curriculum to the Merdeka Curriculum.

Character education is implemented starting from basic education units to higher levels, namely universities, to further strengthen the nation's character. Presidential Regulation No. 87/2017 on strengthening character education aims to foster the personal character of a cultured nation through strengthening character values derived from the noble values of Indonesian culture. One of the government's efforts in strengthening character education involves education units, schools, communities and families. Based on current conditions, schools have not been able to fully shape the character of students because learning is still in the realm of developing academic knowledge but has not really been able to implement character education to the fullest. Setiawan (2013) explains that the school bench has not been able to fully produce the output of developing the moral intelligence of students, due to the growth of a verbalistic culture in the learning process that is more likely to teach moral education on a textual level. This means that character education is very important to be actively implemented as the essence of developing and forming moral intelligence. Nurwahyuni (2019) the implementation of education needs to be reconstructed to be able to produce a generation that has noble character and quality that is ready to face the challenges of a future with many problems. The number of criminal acts such as violence of parents against children, teachers against students, students against teachers, and peer violence that have sprung up shows the low implementation of character education in each educational institution.

Various studies state that the level of teacher involvement as the center of curriculum development shows effective achievement in curriculum renewal. Therefore, teachers are an important factor in the success of curriculum development including the implication and evaluation steps. Other studies suggest that there is a need for teachers to be involved in curriculum development teams and experts in developing materials, textbooks and content. Teachers' involvement in the curriculum development process is crucial in aligning curriculum content with students' needs in the classroom. However, the reality is that teachers, as one of the important elements in education, are rarely or never involved in the curriculum development process. During this time, the curriculum development

process is designed by a team of experts who are sometimes rarely in direct contact with the current conditions in the field. Teacher involvement in curriculum development can be done by contributing their thoughts and experiences in determining textbook content and learning materials. If teachers are not involved, the effects can be seen in the current conditions in Indonesia.

A curriculum with character values to be applied to students relies heavily on teachers who are directly involved in playing an important role as they set a good example by demonstrating moral attitudes outside of their work as educators. In addition, the implementation of the character-based curriculum still raises some issues especially ensuring that everyone involved has an understanding of and support for the character education objectives so ongoing training and socialization for teachers, parents and the community is crucial for this. Similarly, proper evaluation and assessment in measuring students' level of character learning is needed. Evaluation is not just through written exams, but should also include observation of student behavior. This will help measure student character effectively. In addition, the curriculum designed and developed by secondary schools should be relevant to the needs of society. Because the curriculum is prepared and developed to achieve educational goals that will be achieved by schools based on the needs of the community in other words, it prepares students so that the presentation of each curriculum material in the form of subjects, subjects is related to the formation of students' ways of thinking. This is in line with the opinion of Olivia (1992) Curriculum as a plan or program that concerns all the experiences that students live under school deployment. While Sukmadinata (2006: 5) distinguishes between the curriculum as a plan (curriculum plan) with a functional curriculum (functioning curriculum). As an educational or learning plan, according to S. Nasution (2003) explains the curriculum is a plan that is stabbed to launch the teaching and learning process under the guidance and responsibility of the school or educational institution along with its teaching staff. Some of the above opinions can be drawn the conclusion that the curriculum as a plan in the form of a written document. In curriculum development there are components, principles and models of curriculum development.

The integrated curriculum provides learning opportunities and develops various

instructions and ways of learning in groups and individuals, feels more involved in empowering the community as a learning resource, individual learning, and involves students developing learning components. Learning materials will be functionally useful with learning will shape the ability of students in process or product. The subject matter will always be actual according to the development and needs of society and learners as a whole individual so that the subject matter studied in the curriculum will always be in accordance with the talents, interests and potential of participants. Curriculum integration is carried out to realize a variety of specialized knowledge and general knowledge of students carried out as a form of innovation in the curriculum that will have an impact on changes in the formation of school intelligence and character intelligence.

The results of the survey at Karuni Christian Junior High School in the use of the curriculum still vary in Class VII, Class VIII and Class IX with details of Class VII using the 2013 Curriculum while Class VIII and Class IX use the Education Unit Level Curriculum (KTSP) so that it can be concluded that at Karuni Christian Junior High School two curricula are implemented with the objectives to be achieved, among others (a) with the use of the Education Unit Level Curriculum is to form students who have good attitudes and character and to encourage students' moral growth; while (b) The use of the 2013 Curriculum aims to develop learner competencies, which include cognitive, affective, and psychomotor aspects so that the main focus expected is to provide knowledge, skills, and attitudes that are relevant to everyday life and community needs. However, the effectiveness of character-based curriculum in improving student discipline still requires in-depth study, given the different levels of implementation success in various schools due to factors such as school culture, teacher quality, and infrastructure support. This is in line with the opinion of Abdulloh & Makruf, (2023) who say that the integrated curriculum is defined by the newness of several things, including the assignment of knowledge, attitudes, values and skills that are manifested in habits of thinking and acting in line with the competency domain in thinking. Based on the above background, researchers are interested in conducting more in-depth research related to curriculum integration using the 2013 Curriculum and the Education

Unit Level curriculum in shaping the character of students at Karuni Christian Junior High School.

Method

The research used in this study is field research using phenomenological methods. Phenomenology aims to understand and describe in depth a particular phenomenon and capture the essence of the participants' lived experience of the phenomenon (Helaluddin, 2018). This method uses a scientific foundation by examining the phenomena observed in the field so that researchers can process relevant data about the implementation of the 2013 curriculum and the education unit level curriculum and explore its advantages and disadvantages. This research was conducted at Karuni Christian Junior High School, Karuni Village, Loura District, 2023-2024 academic year. This research will describe the integration of the curriculum using the Education Unit Level curriculum and the 2013 curriculum in shaping student character. The subject in this research is the principal. The subjects in this study are individuals who actually understand and master the problem, have accurate and complete data and participate directly in research problems. The data collection technique used three ways, namely interviews, observation and documentation. Researchers collect information obtained then compile relevant information, present it in logical, systematic sentences, and then draw final conclusions. The data analysis used in this research uses qualitative data analysis. Qualitative data analysis was carried out from the data collection stage to the report writing stage. This stage starts from the process of collecting and compiling data from interviews, observations, and documents by organizing data into categories and making conclusions.

Result and Discussion

a) Implementation of Curriculum Integration in Student Character Building

Karuni Christian Junior High School is a private school located in Karuni Village, Loura District, Southwest Sumba Regency. The curriculum used at the school is the result of the integration of the 2013 curriculum with the Education Unit Level Curriculum (KTSP). The 2013 curriculum structure at the junior secondary school level is divided into groups A and B. Group A consists of Religious Education and

Ethics, Pancasila and Civic Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences and English. While group B consists of Cultural Arts, Physical Education, Sports, Health, and physical education and crafts. This is in accordance with Permendikbud Number 21 of 2016 concerning content standards for primary and secondary education. The development of learners' character and the determination of a series of abilities that must be mastered by learners after the learning process is one of the aspects demanded in the 2016 Permendikbud.

On the other hand, various creative and interesting strategies and methods have been carried out by teachers at Karuni Christian Junior High School with the aim that students play an active role during the learning process. This is in line with the results of Isya's research (2019) which found that student-centered learning will be able to increase student activeness and greatly affect the increase in student creativity. In addition, character building for students in schools is carried out by implementing a character education strengthening program in which there are three activities, namely intracurricular, co-curricular and extracurricular. There are five main values of character and which are the main priorities in strengthening character education, namely religious, nationalist, mutual cooperation, independent and ethical. One example of a simple practice carried out at school, especially at Karuni Christian Junior High School, is to involve students in maintaining the cleanliness of the class and school environment by teachers making a schedule for cleaning the class in turn and working together.

The main purpose of the education unit level curriculum is to realize a curriculum that is in accordance with the characteristics or peculiarities of the region, the potential in the area, the needs and problems of the region, education units and students. As for the implementation of the education unit level curriculum at Karuni Christian Junior High School based on the results of interviews with the principal, the first thing to do is to hold a meeting with teachers, in the meeting discussed together about planning, implementation in preparing learning tools for the coming year based on the main objectives of the education unit level curriculum. The learning tools prepared include the Annual Program (Prota), Semester Program (Promes), Syllabus, Teaching Completeness

Criteria (KKM), and Learning Implementation Plan (RPP). The curriculum integration applied at Karuni Christian Junior High School is by combining national subjects and Christianity (Karuni Christian Junior High School is a Protestant Christian Foundation school). The national curriculum includes subjects such as Pkn, Indonesian Language, Mathematics, Natural Science, Social Science, and Workshop. The implementation of curriculum integration carried out by Karuni Christian Junior High School by adding subjects to the structure of subjects that students learn in the classroom.

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With the aim that students can grow and develop not only have integrated knowledge but also their personality. In the core competencies and curriculum structure there is a development of student character, the recommendation of core competencies is intended so that students live and practice honest, disciplined, responsible, caring, courteous, responsive and proactive behavior, and attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in world relations.

Furthermore, several other school methods in the effort to build the character of students at Karuni Christian Junior High School, namely at the beginning, middle and end of each month a joint service is held led by students, this is one of the school's efforts so that students dare to appear and are able to speak in public by asking students to lead services, pray, memorize several Bible verses that have to do with discipline, honesty, togetherness or mutual cooperation and helpfulness. In addition, during semester activities, principals and teachers always give messages and advice to students to keep learning during school holidays, give homework (homework), hold competitions such as speeches, quizzes and many more. This activity aims to instill character values, such as honesty, responsibility, independence, discipline, and develop students' skills. Meanwhile, the cultivation of spiritual character is carried out through the habituation of worship every Monday after the flag ceremony, praying before and after learning, sports schedules determined by the school, and other routine religious activities. To form students' applied responsibility, a monitoring book is provided, giving assignments, holding social services, one of which is cleaning places of worship / churches, and other skill development activities. The goal to be achieved is to improve the competence, knowledge, and behavior of students expected by the school.

To monitor the work program that has been made by the school, the Sumba Masehi Foundation (YAPMAS) routinely conducts monitoring and evaluation through school supervision. Monitoring is carried out every three and six months to assess the development of students with their respective homeroom teachers. The aim is to follow the implementation of the school program, provide suggestions to overcome problems, and ensure the program runs according to plan. Evaluation is conducted to assess the success of the program, including its suitability to community needs, the implementation process, the results achieved and the expected impact. The results of monitoring and evaluation are used as a basis for decision-making to improve the success of curriculum integration. The implementation of the supervision program at Karuni Christian Junior High School is an agenda to evaluate the programs that have been implemented. The participation of all teachers is very influential on the success of the evaluation. In addition, the

Foundation also helps provide motivation to improve school goals and conduct evaluations of programs that have been implemented. In addition, the implementation of curriculum integration in character building at Karuni Christian Junior High School, the presence of teachers greatly influences the success of students as curriculum implementers who determine the achievement of curriculum goals carried out.

b) Factors affecting the implementation of Curriculum integration in Character Building of Learners at Karuni Christian Junior High School

The implementation of curriculum integration at Karuni Christian Junior High School is influenced by two factors, namely factors that support and factors that hinder. Based on the results of an interview with the principal on December 02, 2024 said that there are two factors that have a strong influence on the implementation of curriculum integration that occurs in our school, namely from factors that support the success of curriculum integration, namely (1) School Environment. The school greatly facilitates the implementation of curriculum integration because the daily lives of students are easily fostered and monitored by school principals and teachers; (2) In the meetings that we have discussed we get the same perception or thoughts especially in terms of guiding, educating, and directing students to character building because student character becomes a very prioritized aspect because character becomes an aspect of the assessment carried out by all teachers in this school; (3) We have created programs and activities that direct students to get used to and at the same time instill in students character values in their daily lives whether they are at school, family or in society. As for the factors that become our obstacles are (1) The learner/student factor due to the diversity of potential or abilities possessed by our students because each learner has a different level of learning readiness, intelligence, personality so that this factor becomes an obstacle for us in this school when faced with the demands and atmosphere of the school environment; (2) The factor of the family environment, our children come from various cultures and social strata, so that the habits carried out at home are still brought to school in addition to the influence of

social media where learners/students are also affected by bad behavior from social media.

The regulations enacted by the Ministry of Education, especially on the curriculum, must have advantages and disadvantages and this also happens at Karuni Christian Junior High School. As for the advantages and disadvantages in enforcing the two curricula, the principal said the advantages of KTSP are giving autonomy to schools or giving schools the right to develop the curriculum according to school potential, school problems, and school needs and encouraging schools to make participatory decision making in developing the curriculum and adjusting the school curriculum itself which means that the implementation of KTSP gives schools the right to develop their own curriculum and can adjust to the conditions of the development of their students and make it possible for each school to emphasize and develop certain subjects for student needs. while the disadvantages of KTSP are the lack of facilities and infrastructure, many teachers have not fully understood the facilities and infrastructure, many teachers have not fully understood the curriculum. Meanwhile, the shortcomings of KTSP are the lack of facilities and infrastructure, many teachers who do not fully understand KTSP and the reduction in learning hours. For the 2013 curriculum, the advantages are the incorporation of material, focusing on student development and the assessment is quite practical. The shortcomings experienced by teachers are the limited school facilities, the heavy administrative burden for teachers and the curriculum is quite dense. Based on the results of the interviews and observations above, it can be concluded that whatever curriculum is implemented, it all depends on the school and students as curriculum implementers because education in Indonesia is always discussed because it has an important role in national development and national progress.

Conclusion

Based on the results of the research and discussion above, it can be concluded as follows:

- 1) Integration of the curriculum of the education unit level and the national curriculum, especially in the implementation of integration that has been carried out at SMP Kristen Karuni refers to the national

curriculum standards, namely KTSP and the 2013 curriculum at each level. The integration of the curriculum carried out by SMP Kristen Karuni in general can shape the character of students both from spiritual and social aspects such as honesty, responsibility, independence, discipline, and developing student skills. In addition, to improve the competence, knowledge, and behavior of students expected by the school.

- 2) Factors that influence the implementation of the two curricula, namely factors that support the success of curriculum integration, namely (1) School Environment. Schools greatly facilitate the implementation of curriculum integration because students' daily lives are easily guided and monitored by the principal and teachers; (2) In the meeting that we have discussed, we got the same perception or thoughts, especially in terms of guiding, educating, and directing students in character formation because student character is a very important aspect because character is an aspect of assessment carried out by all teachers in this school; (3) We have created programs and activities that direct students to get used to and at the same time instill in students character values in their daily lives whether they are at school, family or in society. The factors that are obstacles for us are (1) Student factors due to the diversity of potential or abilities possessed by our students because each student has a different level of readiness to learn, intelligence, personality so that this factor becomes an obstacle for us at this school when faced with the demands and atmosphere of the school environment; (2) Family environment factors, our children

come from various cultures and social strata, so that the habits carried out at home are still brought to school, apart from that there is also the influence of social media where students are also influenced by bad behavior from social media.

- 3) The advantages and disadvantages of implementing the two curricula are

that whatever curriculum is implemented, it all depends on the school and students as the implementers of the curriculum because education in Indonesia is something that is always discussed because it has an important role in national development and the progress of the nation.

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Curriculum Vitae

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