

" Actualization of Character Education Values in the Independent Curriculum at SMP Negeri 2 Bantaeng"

Tenriwala¹

¹University Patompo, Indonesia

Muhammad Azis²

² University of Makassar, Makassar, Indonesia

Elpisah³

³University Patompo, Indonesia

Corresponding Author: elpisah77.amir@unpatompo.ac.id

Abstract

This research aims to provide information regarding the actualization of character education values in the Independent Curriculum at SMP Negeri 2 Bantaeng and provide information regarding the implementation of the Independent Curriculum at SMP Negeri 2 Bantaeng. This type of research is descriptive qualitative field research. Meanwhile, data collection methods use data collection techniques, interviews, observation, questionnaires and documentation. Interviews were conducted with school principals, teachers and students. Observations, questionnaires and interviews were carried out to obtain direct information regarding physical and non-physical conditions regarding the outline of the actualization process of character education values in the Merdeka Curriculum at SMP Negeri 2 Bantaeng. Documentation is carried out to obtain documentary information regarding research.

The research results show that the process of activities to actualize the values of character education in the Merdeka Curriculum at SMP Negeri 2 Bantaeng is based on habits that are carried out regularly, once a week, and some are carried out once a year. The Project Activity Strengthening the Pancasila Student Profile (P5) is a project-based co-curricular activity which aims to achieve learning competencies and student characteristics so that they are in accordance with the Pancasila Student Profile. P5 is developing the character of Indonesian students so that students become students who live the values of Pancasila. As the aim of implementing P5 in the Independent Curriculum is to become a Pancasila Student. The character values in the Merdeka Curriculum include faith, devotion to God Almighty, noble character, global diversity, mutual

415



cooperation, independence, critical reasoning and creativity. Based on the Independent Curriculum, the character values instilled in schools are religious values, discipline, cooperation, wisdom, innovation and responsibility. SMP Negeri 2 Bantaeng has used the Merdeka Curriculum by choosing 'Independent Change' as the implementation option in the Merdeka Curriculum

Keywords: “Character Education Values, Independent Curriculum.

INTRODUCTION

Character education is closely related to moral education, the aim of which is to shape and train individual abilities continuously in order to perfect themselves towards a better life. Lack of character education will give rise to a moral crisis which results in negative behavior in society, especially among children and teenagers who still have the status of students, for example promiscuity, drug abuse, theft, brawls, violence against children, etc. -other.

In the current era of globalization, where parents are very busy working so that character education and role models from parents are very difficult for children to obtain, the role of teachers as character educators for children is very urgent. According to Wijanarko (2005) the need for exemplary teachers becomes stronger if children do not find examples from their parents. In character education, parents and teachers are the most concrete examples for teaching character values to children. If character education is carried out in schools, then the teacher must truly be a reflection of how students learn good and correct character. Meanwhile, the role of parents is to establish good cooperation with the school so that a common pattern is achieved in the formation of children's character. Teachers with good personalities are needed in character education so they are able to set an example for their students. In other words, through the teacher's teaching and behavior, students can learn good and correct character.

Therefore, efforts to implement character education in formal institutions are urgently needed. Schools not only provide knowledge, but change students' behavior for the better. The same thing applies to the target school for this research, namely SMP Negeri 2 Bantaeng, where there is still deviant student behavior. Such as frequent truancy, fights between friends, irresponsibility in assignments, and violating school rules. Things like this can also be seen in cheating without feeling guilty and doing it consciously, throwing rubbish out of place, saying harsh words that are not nice to friends, coming late and not feeling guilty, as well as other negative behaviors. And this school has only implemented the Independent Curriculum in the odd



semester of the 2022/2023 academic year. Based on the background above, the researcher is interested in conducting research with the title "Actualization of Character Education Values in the Independent Curriculum at SMP Negeri 2 Bantaeng"

RESEARCH METHOD

The research used is qualitative descriptive research with survey methods. Descriptive research is a research method that describes the research object at its current state based on the facts as they are and then explained and interpreted, according to Siregar (2011:108). This research aims to provide an overview of the actualization of character education values in the Independent Curriculum at SMP Negeri 2 Bantaeng and the character behavior of students. Meanwhile, the type of data and how to process it, the questionnaire will be explained and then described. The instruments used in this research were school observation guidelines, interviews and questionnaires. School observation guidelines are used as a reference in creating research instruments. Meanwhile, interviews were used to see and find out the actualization of character education values in the Independent Curriculum at SMP Negeri 2 Bantaeng. The interview guide is aimed at school principals, deputy principals for curriculum affairs, deputy principals for student affairs, and subject teacher representatives. Meanwhile, questionnaires are used to determine the description of student behavior. Then the data that has been obtained will be processed and presented in the form of a description. Research is the thing that is the target of research (Indonesian Dictionary (1989: 622). According to Supranto (2000: 2), the object of research is a collection of elements which can be people, organizations or items to be researched. So the research object in this research is the participants all class VII students at SMP Negeri 2 Bantaeng, because only class VII uses the Merdeka Curriculum.

RESULT AND DISCUSSION

Types of Activities That Actualize Character Education Values at SMP Negeri 2 Bantaeng

a) 3S Habits (Smile, Greet, Greet)

This activity is the initial series of activities carried out at SMP Negeri 2 Bantaeng. This 3S habit begins with educators welcoming students at the front of the school gate. Educators welcome students with a smile, give greetings, and greet students politely and friendly. This activity aims to get students used to greeting and greeting each other when they meet friends and respecting their elders.



For this reason, the implementation of these 3S activities which are carried out every day at school will create a habit of keeping in touch with all school members. In particular, religious values will be instilled in students from an early age and will also be an embodiment of the values of character education, namely tolerance and love of peace.

b) Implementation of the Morning Ceremony / Flag Ceremony

The flag ceremony is held every Monday and the ceremony organizers rotate among all classes. This is the case with the morning assembly which is held every Tuesday, Wednesday and Thursday. This morning's roll call activity took place since this school implemented the Independent Curriculum.

This activity is carried out so that students feel proud to be Indonesian citizens and can love their nation and homeland. It is also an embodiment of the values of character education, namely national spirit, love of the country, and a full sense of responsibility.

c) Read prayers together

This activity of praying together is an activity that must be carried out by schools as a first step in starting the learning process. Likewise, at the end of learning, this activity is also carried out as the end of the learning process. This activity is a manifestation of character values, namely religion and discipline.

d) Carrying out Dhuha and Midday prayers in congregation

Dhuha prayer is a sunnah prayer that is performed after sunrise until just before noon or before midday time. Dhuha prayers are performed at least two rak'ahs. There is a virtue in performing the Duha prayer, not only does it bring abundant rewards to those who perform it but it also provides benefits for both physical and mental health.

Dhuha prayers are held before the learning process in class begins. Dhuha prayers are carried out in congregation in the school's prayer room or prayer room and are directly supervised by the respective guidance counselor and homeroom teacher. Dhuha prayers are held twice a month, namely every Friday in the first week and third week of the current month.

Midday prayer is one of the obligatory prayers that every Muslim must perform. The midday prayer is carried out according to the prayer time, and the students take turns saying the call to prayer. Like the Dhuha prayer, the midday prayer is also held in the school's prayer room or prayer room, but it is carried out in turns based on class, that is, if class 7 is praying, then classes 8 and 9 are still carrying out the learning process in class, and vice versa.

This activity is carried out so that students maintain their faith and piety towards God



Almighty. And it is an embodiment of character education values, namely religion, discipline and a sense of responsibility.

e) Bantaeng Reciting Al-Qur'an

The Bantaeng Reciting Al-Qur'an activity is one of the regional government programs of Bantaeng district which must be implemented in every school from elementary school or equivalent to middle school or equivalent. The implementation of this activity at this school is carried out every Wednesday at the start of learning where 15 minutes are set aside before the learning process begins in each class and is guided directly by the teacher teaching at that time. This activity aims to make students familiar with reading the Koran so that they do not read blindly.

f) Clean Friday Activities

Cleanliness is part of faith. Cleanliness is the foundation of health. Clean Fridays are also held twice a week, namely on Fridays in the second week and fourth week of the current month. This activity is carried out before the implementation of the learning process in class which lasts about one class hour. All students not only clean their respective classes but also the entire school environment.

This activity is carried out so that students know how important it is to clean the school environment to avoid several diseases. This activity is an embodiment of character education values, namely caring for the environment. As an excerpt from an interview with one of the subject teachers who is also the homeroom teacher.

g) Joint Gymnastics and Talent Saturday

In a healthy body, there is a healthy soul. Sport is a form of individual and community education that prioritizes physical movements carried out consciously and systematically towards a higher quality. Apart from improving physical fitness, exercise is also useful for improving and increasing the performance of the human brain so that it can work more optimally. For this reason, joint exercise activities are carried out to improve the physical health and brain performance of students so that they can capture lessons more optimally in the learning process in class.

Talent is an ability or skill that every person has and needs to be trained to achieve maximum results. Therefore, this Saturday talent activity is carried out to train and develop the talents of existing students or those they enjoy. This joint gymnastics and talent Saturday activity was held on Saturday morning. Where on Saturday there is no learning process in class but is devoted to gymnastics activities and training students' talents. Morning exercise together is carried out at the beginning, which is then followed by guidance or talent training for each



student. Where students join other students who have the same talents, for example in arts, sports and martial arts. This activity is an embodiment of character education values, namely hard work, independence, creativity, and respect for achievement. As an excerpt from an interview with the Principal.

h) Implementation of extra-curricular activities

Extracurricular activities are additional activities carried out outside class hours to gain additional knowledge, skills and insight and help shape the character of students according to their individual interests and talents. Extracurricular activities carried out at this school include Scouting and Youth Red Cross (PMR). This activity aims to educate and train students in discipline, self-confidence, and caring for each other.

This activity is carried out at school on Friday afternoons after learning is finished or after school. This activity is an embodiment of the values of character education, namely discipline, hard work and independence. As an excerpt from an interview with one of the teachers as an extracurricular coach.

i) Introduction to the School Environment (MPLS) and Student Character Development Training (PPKS)

Character education is an educational system that aims to instill certain character values in students in which there are components of knowledge, awareness or will, as well as actions to carry out these values. The Introduction to the School Environment period is a school activity, especially for new students, to introduce all parts of the school including the facilities and infrastructure including the teachers at this school. As well as providing information about the rules and regulations that apply at this school. Meanwhile, Student Character Development Training is a process or business activity carried out by this school which aims to develop, train, improve and shape the character, character, character and morals of students so that they show good behavior. This activity was carried out in collaboration with the Bantaeng Resort Police and the Indonesian Child Protection Commission (KPAI) Bantaeng Regency.

This training activity is carried out so that students can understand good traffic rules, manners, how to speak in public, leadership and understand the relationships of today's teenagers which can damage the future. This student character development training activity is carried out at the beginning of every new school year, especially for new grade 7 students. This activity is an embodiment of character education values, namely discipline, honesty, a sense of responsibility and communicativeness.



j) Project for Strengthening the Profile of Pancasila Students (P5)

The Strengthening Pancasila Student Profile Project is one of the innovations in the independent curriculum which aims to give students real experience in realizing the noble values of Pancasila through a series of learning project activities both inside and outside the classroom, and seeks to make students the successors of a superior nation. and productive and able to participate in sustainable global development. The dimensions that form the Pancasila Student Profile are 1) Faith, devotion to God Almighty and noble character, 2) Independence, 3) Working together, 4) Global diversity, 5) Critical reasoning, and 6) Creative.

P5 activities at this school are carried out specifically for grade 7 students because only grade 7 students are using the independent curriculum for this academic year. This activity is carried out at the end of each semester's learning or before the final semester assessment exam. For this year, P5 activities at this school take the theme Sustainable Lifestyle and the Voice of Democracy.

This activity aims to ensure that students understand and train how to live a healthy life and how to have good decorum. This activity is an embodiment of the values of character education, namely hard work, democratic attitudes, caring for the environment and curiosity. As an excerpt from an interview with one of the subject teachers who is also the Deputy Principal for Curriculum Affairs.

k) Implementation of School PORSENI

PORSENI or Sports and Arts Week is an activity carried out by the school as a forum for channeling students' interests, talents and hobbies which is held at the end of each semester of the year. This activity includes sports and arts activities that are competed between classes, including class cleanliness competitions. This activity aims to strengthen relationships between students, both high and low class, as well as all residents at this school.

This activity is an embodiment of character education values, namely hard work, creativity, respect for achievement, caring for the environment, and a love of reading. As an excerpt from an interview with one of the teachers who is also the OSIS Supervisor.

l) Election of the OSIS Chairman

OSIS or Intra-School Student Organization is the only official organization in schools that has been recognized by the Indonesian Ministry of Education, Culture, Research and Technology since March 21 1970. Where OSIS is a forum that facilitates students to work according to their respective duties for the sake of interests of the school and all students. Therefore, it is necessary



to have a management system in an organization.

This Pilketos activity is carried out once a year regularly every September at the beginning of the school year. This activity is a manifestation of character values, namely cooperation, democracy, mutual respect and a sense of responsibility. As an excerpt from an interview with one of the teachers who is also the OSIS supervisor.

Implementation of the Independent Curriculum at SMP Negeri 2 Bantaeng

The Operational Curriculum for SMP Negeri 2 Bantaeng is prepared as a guideline for organizing learning activities. The Educational Unit Operational Curriculum (KSOP) was developed by referring to the Learning Outcomes that have been prepared nationally and then implemented in learning activities based on the Learning Objectives (ATP) that have been prepared. The preparation of the Operational Curriculum for SMP Negeri 2 Bantaeng accommodates the needs of students to develop skills skills which include the integration of Strengthening Character Education (PPK), literacy, 4 Cs (Critical thinking, Collaborative, Communicative and Creative), and HOTS (Higher Order Thinking Skill) .

To provide services for the future needs and demands of students so that they become people who have competitive abilities in the era of the millennial generation, while still upholding the noble values of the nation as implied in the principles of Pancasila and developing love for regional and national culture, SMP Negeri 2 Bantaeng prepare the Operational Curriculum according to the characteristics of students and the local culture of the local area.

Learning at SMP Negeri 2 Bantaeng which is integrated with the Pancasila Student Profile generally aims to form the character of students who are devoted to God Almighty and have noble morals, global diversity, independence, critical reasoning, mutual cooperation and creativity, innovative ones who are able to create. ideas/ideas based on regional characteristics that remain rooted in Bantaeng culture.

The preparation of the Operational Curriculum for SMP Negeri 2 Bantaeng is based on statutory regulations related to the National Education System, National Education Standards, National Curriculum, the Concept of Independent Learning, Pancasila Student Profile, scouting, local content, assessment of learning outcomes by educators in primary and secondary education, curriculum evaluation, character development, and educational unit School Activity Plans and Budgets (RKAS). The preparation also takes into account the condition and existence of the school which is inseparable from the surrounding community from the smallest government apparatus



to RT, RW, sub-district, and so on. Its implementation takes the form of community participation in education, school collaboration with community leaders, fostering student socialization so that students can work together, get along in harmony, help each other and respect each other. Apart from that, the preparation also refers to the Independent Learning context, including using various approaches, such as Problem Based Learning, Project Based Learning, Discovery Learning, Inquiry, and others. The learning process is based on Active Learning, process-oriented, and Collaborative Learning.

The emphasis of learning activities is the development of analytical and critical thinking skills, students do something related to learning, explore values and character, and are required to think critically, analyze and evaluate.

CONCLUSION

1. Many activities that actualize the values of character education in the Independent Curriculum are carried out at Bantaeng 2 Public Middle School. These activities are carried out at different times but routinely. Some are done every day, once a week, every semester, and once a year. The character values that are manifested in these activities include religious, honest, tolerant, disciplined, hard work, creative, democratic, curious, national spirit, love for the country, respect for achievements, communicative, love of peace, caring for the environment, social care, and a sense of responsibility.
2. There are three implementation options in the Independent Curriculum, namely Independent Learning, Independent Change, and Independent Sharing. The implementation of the Merdeka Curriculum chosen at the SMP Negeri 2 Bantaeng education unit is Mandiri Berubah, where the education unit uses the Merdeka Curriculum structure in developing its education unit curriculum and applies the principles of the Merdeka Curriculum in carrying out learning and assessment. The curriculum used at SMP Negeri 2 Bantaeng is the Merdeka Curriculum which has only been implemented in class 7 for the 2022/2023 academic year. Where the Project for Strengthening the Pancasila Student Profile (P5) is a form of innovation.

REFERENCES

- Ansari, Y. Z. (Juni 2020). *Pembinaan Karakter Siswa Melalui Pembelajaran Terpadu Di Sekolah Dasar. Jurnal Educatio FKIP UNMA*, 177-186.



- Anshari. (Agustus 2012). *Pendidikan Berorientasi Akhlak Mulia Di Madrasah Pembangunan*. Jakarta: Pustikom.
- Assidiqi, H. (Januaru-April 2015). *Membentuk Karakter Peserta Didik Melalui Model Pembelajaran Search, Solve, Create, And Share. Jurnal Pendidikan Matematika*, 45-55.
- Azizah, M. L. (2019). *Implementasi Pendidikan Karakter Melalui Kegiatan Keagamaan Di MI Muhammadiyah Braja Asri Kecamatan Way Jepara Kabupaten Lampung Timur*. IAIN Metro.
- Hasnawati. (2021). *Pola Penerapan Merdeka Belajar Pada Pembelajaran Pendidikan Agama Islam Dalam Meningkatkan Daya Kreativitas Peserta Didik Di SMAN 4 Wajo Kabupaten Wajo*. Institut Agama Islam Pare-Pare.
- Indriani, Nina., Suryanis, Inrianis., & Mukaromah, Lu'lu'ul.(Maret 2023). *Implementasi Kurikulum Merdeka Belajar Dalam Pembentukan Karakter Disiplin Peserta Didik Di Sekolah Dasar. Jurnal Ilmiah Kependidikan*, 242-252.
- Jufri, M. (2018). *Implementasi Nilai Pendidikan Karakter Di SD Inpres Bontomanai Kota Makassar*. Makassar: Universitas Muhammadiyah Makassar.
- Khanza, M. A., Utami, I., & Devianti, E. (Maret 2020). *Analisis Pembentukan Karakter Siswa Di SD Negeri Tangerang 15. Jurnal Pendidikan Dasar*, 158-179.
- Kohirin, F. (2015). *Implementasi Nilai-Nilai Pendidikan Karakter Di Madrasah Aliyah Nurul Hikma Kecamatan Kalibening, Kabupaten Banjarnegara. Universitas Negeri Semarang*.
- Latifah, Y. (2020). *Analisis Nila-Nilai Karakter Peserta Didik Pada Pembelajaran Fisika Di Sekolah Berbasis Pesantren*. Universitas Islam Negeri Ar-Raniry.
- Mariani. (2019). *Penanaman Nilai-Nilai Pendidikan Karakter Dalam Pembelajaran Pendidikan Agama Islam Di SMP Negeri 4 Sungguminasa*. Universitas Muhammadiyah Makassar.
- Muslimin, Ikhwanul. (April 2023). *Pengembangan Kurikulum Pendidikan Karakter Di Madrasah Berbasis Kurikulum Merdeka, Jurnal Manajemen Pendidikan Islam Darussalam*, 108-130.
- Nantara, D. (2022). *Pembentukan Karakter Siswa Melalui Kegiatan Di Sekolah Dan Peran Guru. Jurnal Pendidikan Tambusai*, 2251-2260.
- Sutisna, D. (t.thn.). *Aktualisasi Nilai-Nilai Pendidikan Karakter Dalam Kurikulum 2013*. Universitas Islam Negeri Syarif Hidayatullah, Jakarta.
- Wardani, M. K. (t.thn.). *Implementasi Nilai-Nilai Pendidikan Karakter Di Sekolah Menengah Kejuruan (SMK) Negeri 4 Yogyakarta*. Universitas Negeri Yogyakarta, Yogyakarta.
- Wulandari, P. (2021). *Implementasi Nilai-Nilai Pendidikan Karakter Di SD Islam Terpadu Al Aufa Kota Bengkulu*. IAIN Bengkulu.



- Yoga, D. W. (t.thn.). *Implementasi Pendidikan Karakter Di SMP Negeri 1 Semarang*. Universitas Negeri Semarang, Semarang.
- Yunarti, Y. (Januari-Juli 2012). *Pendidikan Ke Arah Pembentukan Karakter . Rumah Jurnal IAIN Metro*, 262-278.
- Zulfa, Umi., Nuning, Wahyu., Galuh, Diah., Cahyani, Gita. (2022). *Analisis Pendidikan Karakter Dalam Kurikulum Merdeka Dan Implementasinya Di MI Islamiyah Kroya*. Universitas Nahdatul Ulama Al Ghazali Cilacap.

