

The Development of Character Education Curriculum Model for Madrasah Ibtidaiyah in Muaro Jambi

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Abstract

This research aims to provide proper character education for grade schools. This research was done due to the ineffectiveness of character education and development in grade schools. This developmental research was done using the ADDIE model with five phases; analysis of needs, product design, product development, implementation, and evaluation of the research product. Data collection was done using an observational guide, interview, and documentation for curriculum designing, and questionnaires which will then be analyzed in order to find out the condition of current character education. Samples were chosen using a purposive sampling method, and the data was qualitatively and quantitatively processed. The research result shows that the current character education can be considered as good. The designed character education curriculum was validated by the curriculum, material, and language experts. Validation result shows that the curriculum is valid with minor revision. Field implementation shows that the character education curriculum is practical. The curriculum's effectiveness was tested using the test result from selected schools. At SDN/MIN Pematang Gajah, the achieved criteria are considered as high with 98% lesson completion, at SDN/MIN Sebapo and SDN/MIN Tarikan. The achieved criteria are considered as moderate with 75% and 78% lesson completion rate.

Keywords: Development, Curriculum Model, Character Education

1. Introduction

Character education has become a central issue in the current educational trend. This is due to the fact that a person's character is an essential part of their life as a member of society. It is also stressed and intensively taught in religious teachings. In the Qur'an, a quality of a person's character is mentioned and discussed many times, such as the commandment to do ihsan and al-birr, keep promises (Al-wafa), patient, honest, submit to Allah, give alms, be fair, and forgiving (QS. al-Qashash [28]: 77; QS. al-Baqarah [2]: 177; QS. al-Muminun [23]: 1-11; QS. al-Nur [24]: 37; QS. Al-Furqan [25]: 35-37; QS. al-Fath [48]: 39; and QS. Ali' Imran [3]: 134). These verses show that every Muslim need to have good character in their everyday life.

The verses above also contain the same goal as Indonesia's education, which is to create a faithful, kind, healthy, smart, skillful, creative, independent, and democratic new generations. Even so, the goal of our education is not yet achieved entirely. Many students are

still secularist, materialistic, rationalistic, hedonistic, smart, and skillful, but lacking in manners and emotional stability. That is why many students got caught in various criminal activities such as drug use, thievery, rape, etc.

Character is an essential part of education. Education, as stated in the first number of verse 1, Undang-Undang No. 20 the Year 2003 concerning national education system, said that "education is a conscious and calculated effort to create and develop learning environment and learning process so that students can actively develop their natural potential in order to have spiritual strength, self-control, personality, intelligence, good behavior, and skills which is required for the community and country" (Depdiknas, 2003).

The definitions above became the reason why character education is important in the national education system. Students need to have characteristics such as spiritual strength, self-control, personality, and good behavior. These goals are also shared among many educational instances. These characteristics need to be properly embedded in every student. The first characteristic, spiritual strength, (Kemendiknas, 2010) means that students are faithful to the teachings of their

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religion, tolerant of other religions and live peacefully among other people of different religions. Next is self-control, which means that they can control themselves in difficult situations so as not to cause trouble to anyone around them. Students who have personality mean that they can positively show their true self and be viewed as an educated person. After that is good behavior, this means having a positive attitude from the actualization of their understanding of positive values that he believes in. Thus, spiritual strength, self-control, personality, and good behavior become the goal of character education based on the definitions above.

The basis of character education is also implicitly stated in RPJPN year 2005-2025, where character development was made into national education priority. It was stated that character education is to be used as a basis to achieve the vision of creating well-behaved, moral, ethical, cultured, and well-mannered citizens who abide by the law (Kemendiknas, 2010). This means that character is an important part of national development, making it a high priority issue. Based on RPJPN, character education is also designed in Renstra Kemendiknas year 2010-2014, (Kemendiknas, 2010). Character is the main priority in achieving the envisioned community that holds high regard for the value of morals, ethics, and culture and Pancasila. In this context, what aims to be made is people who hold Pancasila's idea, according to its five principles.

Character education is a moral education that aims to develop the school community's skills so that they can judge and decide that which is good for them and act on that belief. Character education is the development of one's behavior, morale, and everything positive that will lead to a better lifestyle. The government then developed character values that must be integrated into the system. Those values are, (1) Religious, (2) Honest, (3) Tolerant, (4) Discipline, (5) Hard Working, (6) Creative, (7) Independent, (8) Democratic, (9) Curious, (10) Patriotic, (11) Love One's Nation, (12) Appreciate Achievements, (13) Friendly/Communicative, (14) Peace-Loving, (15) Love To Read, (16) Care About Environment, (17) Care About Their Social Surrounding, (18) Responsible (Kemendiknas, 2010).

This character education aims to prepare our youth so that they can compete in this era of globalization. Our children need to be able to adapt to certain conditions in the context of globalization. Mulyasa (2011) explains having a good character means having a good personality, behavior, and attitude. With this concept, we can understand that education and character development goes hand in hand. This is based on the fact that the ultimate goal of education is to create students who have not only good intelligence but also good mental and behavioral health. Negative behaviors such as cheating, brawling, using drugs, drinking, and

out of marriage sexual intercourse done by underage students were done because they didn't receive a good character education, such as honesty and being religious.

Lack of character in students is also due to the lack of their self-control, which causes them to act negatively. One of such negative act is street brawling, which must be paid attention to. There are internal and external factors that cause street brawling among students (Ihsan And Al-Atsari, 2013). The internal cause could be students who mistake their assimilation into a community and their error in perceiving their environment, while external factors could be family, friends, and people. Based on observation done in SD/MI Pematang Gajah Muaro Jambi, students will only put trash in the trash bin if only the teacher's supervision was in place. This shows that they lack the character to pay attention to and care for their environment. Based on the unstructured interview on SD/MI Sebapo Muaro Jambi, many students were considered to lack discipline. Since they came late to school, play during lessons, disobey the teachers' orders, etc. during other observations in SD/MI Tarikan Muaro Jambi, many students laugh at their friends when they made mistakes, cheating during exams, not caring for their environment, etc. These situations show that many students have bad self-control and character.

Educational institutions need to resolve the problems above as soon as possible and are expected to improve their part in improving students' character through character education. In this aspect, a suitable curriculum needs to be designed since the current curriculum is unable to produce a satisfying result. While the current curriculum can produce good students who know their cognitive field, it failed to create students who excel in their affective field. Such a way of life then becomes the main characteristics of modern people, which ultimately makes a hard to repair a social gap in the long term. Looking at such reality, we can understand why the school needs to work together with the community members, families, and other elements to achieve a successful agenda of creating a good character education. Mulyasa (2011) explains that a good individual is those who try to do their best towards their God, themselves, their peers, their community, their nation, and the world in general, by optimizing their potential (knowledge) supported by their belief, emotion, and motivation (feeling). In this regard, a person with good character is those who not only strive to optimize their potential, but also try to be as useful as possible to his surroundings, and avoid everything that will impact him and his surroundings negatively.

Character education is a value implementation system in schools which include the components of knowledge, will, and the act to realize those values. During character education at school, all school

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components, including the educational components themselves, need to be included, such as the curriculum, learning and scoring process, school subjects, school management, club activities, infrastructure empowerment, funds, and work ethics. Also, the members of the school community will need to have good character as well. The Indonesian educational system still focuses on improving one's cognitive intelligence. This can be seen from the high amount of score during their exam, but they also lack emotional and behavioral abilities. This is probably due to the fact that their value was determined from the result of national exam alone, which shows that many educational instances race to improve their students' intelligence, but neglect to nurture their morale and behavior. This unbalanced system makes achieving the real goal of education become impossible. The result of this is the improper behavior done by people of high educational standing, such as bending the laws to their advantage and being a corrupt government official. Character education aims to make citizens who are strong, competitive, kind, wise, tolerant, friendly, patriotic, developed, dynamic, science and technology-oriented, and religious, based on Pancasila.

2. Method

This is a research and development method that used the ADDIE model. There are five stages that this model offers: *Analysis, Design, Development, Implementation, dan Evaluation*. The trial phase was separated into the first and second phases. The first trial phase was done on another school besides the one chosen as research implementation. For the students' book sample, three students were selected, and for the teachers' book sample, three teachers were selected. The second trial phase uses a larger amount of samples, which is ten people. A small group evaluation was done towards a validated product. The amount of subjects in this second phase experiment is 10-20 students. This is to give a picture of the target population. If the amount is less than 10, then it would present the whole population, but if it's more than 20, the data needed will exceed the target. The research sample was taken using purposive sampling. There are three schools in the 'good,' 'moderate,' and 'lacking' category. They are SD/MIN Pematang Gajah in Muaro Jambi, SD/MIN Sebapo in Muaro Jambi dan

SDN/MIN Tarikan in Muaro Jambi, respectively. Meanwhile, this research's instruments are questionnaires, curriculum validation sheet, observation guidelines, interview guidelines, and students' result evaluation sheet. Data were processed using qualitative and quantitative methods.

3. Result and Discussion

3.1. The Developed Character Education Values

The developed character education values in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi are:

- a. Religious, SD/MI prioritize the religious value in every aspect of their activities, whether it's learning or any other. The contents of religious values are: (1) being clean and keeping one's cleanliness, (2) praying after wudhu, (3) praying dhuha, (3) praying sunnah *qabliyah* and *ba' diyah* (4) praying five times a day, (5) praying tahajud, (6) reciting the Qur'an, (7) praying before and after doing any activity, (8) greeting people with salam.
- b. Care about the environment in the form of (1) keeping the environment clean, (2) planting and taking care of plants around the school.
- c. Attentive and emphatic in the form of (1) social service, (2) charities, (3) visiting people who got into trouble, (3) polite in talking and behaving towards friends, teachers, and others, (4) aware of other people's rights and obligation.
- d. Honestly, by being true to everyone.
- e. Discipline, which includes (1) obeying the school rules and deals made by the class, (2) punctual in coming to class, (2) punctual in praying, (3) reciting Qur'an consistently,
- f. Responsible, which includes (1) awareness of the risk of their actions and bear the responsibility, (2) accomplish the duty assigned to them.
- g. Independent, which includes (1) doing independent tasks, (2) fulfilling the needs of learning, thinking, and creating, (3) not relying too much on others.
- h. Curiosity, which includes (1) the willingness to learn, (2) the freedom of operating computers, (3) loves to read, (4) loves to go to the library in order to learn something new.
- i. Creative, which includes (1) following the 'Gelar Karya' activity which is held every semester, (2) following the painting competition, (3) appreciating others' achievement by publishing it in the school's news board or other kinds of publishes.

The nine character values developed in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi, is connected with the religious value. The character values which concern themselves are honest, responsible, disciplined, independent, creative, and curious. The character value which concerns the relationship between oneself and others is empathy and attentive.

3.2. The Developed Character Education Values Development Strategy

The character education values development strategies in SD/MI Pematang Gajah Muaro Jambi,

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SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi are:

a. Character value integration through the learning process

No matter what form of activity held in SD/MI Sebapo Muaro Jambi, dan SD/MI Tarikan Muaro Jambi, religious character values always become a priority, and compassion always becomes the main way of teaching. In the learning process within SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi, teachers prioritize developing students' character in every activity. The learning program developed in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi includes; the development of teachers as a role model, effective learning, and conducive class creation.

The guidance also became one of the main principles in developing students' character; this can be seen from when teachers try to give integrated guidance from each subject lesson. The start of lessons didn't begin by learning right away, but by praying and asking about the students' recent activities. The role and duty of a teacher is character education in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi can be seen in their effort of creating a good character in every student by giving good advice, good example, and intensive assistance. Examples of these such as assisting students in every school activity, giving advice without hurting their feeling, and giving an example through action. Observation and report of every student's character development are done every day by teachers at school. In doing this activity, teachers refer to the items in connection books in order to find out the student's behavior at school, which is then made as a reference for joint Evaluation during meetings.

b. Character value integration through a school culture

Every morning before class starts, students will do prayer together in the class corridor (for 4th, 5th, and 6th grade) and in the classroom (for 1st, 2nd, and 3rd grade). This is so that praying in the morning can become a habit for students, where forced habits can become willing habits with enough time. This will also increase their spiritual strength by giving an understanding that every activity must begin with god's blessing. In developing students' character, all school elements need to have good discipline to become good examples for the students. This can be seen from praying activities where, instead of commanding, teachers' gave an example by doing the prayers themselves as well. Even teachers who are in their menstruation period still watch over their students in the back row.

As such, character education value development in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo

Muaro Jambi, and SD/MI Tarikan Muaro Jambi is done by:

- 1) Developing the substance of learned subjects and the developed character values proportionally.
- 2) Weighing the phases of students' development.
- 3) The developing positive character is required in lessons and other positive values.
- 4) Implementing these learning principles; active, creative, effective, fun, and Islamic (PAIKEMI).
- 5) Taking into account talent, interest, and skill.
- 6) Character education is done by having role models and daily habits.
- 7) Creating a suitable learning atmosphere to support character development.

3.3. The Effect Of Developed Character Education Values

The effect of the developed values in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi towards their students include the habit of doing sunnah prayer, being clean, polite, emphatic, praying before doing their activities, confident, compassionate, obedient, and other positive traits. To achieve that, teachers not only transfer the knowledge but also transfer the value. This combination will cement the students' knowledge, morale, and personality. By transferring only knowledge, the students will have fragile morale and integrity. Secularization, liberalization, and achieving what they want using any method could be the result. But only transferring the values without also transferring the knowledge, they will be trapped in poverty, unemployment, and under-development, which will lead to criminal acts. Both of those are important and must be taught hand in hand. As Muhaimin said, "knowledge without faith will make one blind, and faith without knowledge will make one a cripple." This balance is what was taught in SD/MI.

In SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi, students' character observation is done every day, and they make a record in the character management book. Educating punishment is one of the principal in character development. Implemented punishment should be educating so that students wouldn't repeat their mistakes. The punishment should be communicated so that students understand their mistakes. Such punishments could be memorizing parts of the Qur'an, writing *istighfar*, and memorizing *vocabularies/mufradat*. Continuous character value development can be seen from daily activities at school, such as the love to read and the love of knowledge. This is especially true during a lunch break where many students would visit the library, albeit some would only come, sightsee for a bit, and then go somewhere else. This climate was

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made so that students have good curiosity and love to read. There is also an activity called 'Gelar Karya' where students of SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, and SD/MI Tarikan Muaro Jambi show off their talents in fields such as art, skill, intellect, spiritual, etc. their righteousness can also be seen from their act of helping others, doing prayers, and putting trash in the trash bin.

3.4. Character Education Curriculum Development

Character curriculum development for Sekolah Dasar/Madrasah Ibtidaiyah in all Muaro Jambi was done through steps in the ADDIE model. There are five steps in this model: *Analysis, Design, Development, Implementation, dan Evaluation* (Branch, 2010). These steps can be explained as follows:

a. Analysis of character education's needs

Analysis of character education needs includes the analysis of students, analysis of goal, analysis of context, and analysis of content. Student's analysis shows that there are various characteristics of students, such as audio, visual, and audiovisual. Goal analysis shows that many students and teachers think that character education is something important, but are still unable to optimally accomplish it since the teachers are still unable to integrate the character into a learning activity. On content analysis, there are 18 character values mentioned by Kemendiknas: (1) Religious, (2) honest, (3) Tolerant, (4) Discipline, (5) hard work, (6) creative, (7) independent, (8) Democratic, (9) curious, (10) patriotic, (11) loyal, (12) appreciative, (13) friendly/communicative, (14) peace-loving, (15) good reader, (16) attentive, (17) emphatic, (18) responsible (Kemendiknas, 2010). Aside from that, content values are also matched with local wisdom. Jambi is known to develop many good characters from Malay culture. While on context analysis, it was found that the character education done in the school environment is not wholly supported by the student's community and home environment, making character education not comprehensive.

b. Character education curriculum design

There several components of curriculum: goal, material, learning experience, and Evaluation. Those curriculum components can be used as a designed research product, which is as follows:

- 1) Character education curriculum book. Curriculum book is a book designed as a general guideline for character education in SD/ MI. It contains a general guide on how to run the curriculum.
- 2) Character education implementation book guideline. This book is meant to give information to teachers about how to implement character education in SD/MI.

- 3) Student book. This book is designed for students in their learning process. It contains material that includes daily activities for them. The activities contained align with the 18 character values and several other character values from experts.
- 4) Student agenda. The student agenda book is one of the supporting materials for character education. It is designed by the researcher by modifying and developing the existing model.
- 5) School environment design. School environment design is defined by the researcher as a form of environment design that supports character education. It is a simple implementation of how character education is carried out.

The character education curriculum is developed using data taken from experts' advice, observation, questionnaires, and interviews with teachers and students, especially for character education curriculum content developed using values taken from Kemendiknas, and elaboration of character values from Jambi culture. A learning experience designed for students is designed in 10-20 minutes every day. It is made simply by involving activities done by a student every day. It starts from when the student wakes up, prepares themselves for school, activities at school, and then return home. The researcher created an activity design that can be implemented by a student every day. The developed curriculum is then validated by experts, curriculum experts who checked the compatibility of the contents, material expert who checked the compatibility of character education material which was designed. Material content is also checked for its compatibility with the students. It was also checked by a language expert for validation. The result shows that the curriculum achieved a validation score of 4,45 out of 5 with light revision. Afterward, the researcher revised the curriculum. curriculum development of character education is the combination of all previously mentioned models. Mulyasa (2011) explains that this model symbolizes the importance of all school components. In this aspect, it means that all character education at school can be modified so that lessons at school can have a character atmosphere. This will maximize the effectiveness of character education. Najib (2010) expressed that those two lessons are subjects who explicitly introduces values and, up to certain degree, make students care about internalizing values.

3.5. Character education curriculum implementation

The character education curriculum is then implemented in a determined school location. Activity implementation was done in every lesson at the middle or the end of the lesson. In this step, the students do the activities under the teacher's supervision.

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3.6. Character education curriculum evaluation

In this step, reparation from validation and implementation was done towards the curriculum so that a better product can be acquired. The evaluation results are mostly in the aspect of the language used for grade-schoolers.

Questionnaires which have been validated are then spread into determined schools and samples. Analysis result shows that character education implementation have been done well generally, since the teachers think that the core of education is character development. It was found from the questionnaires that 81% of implemented character education belong in 'fine' category while 13% belong in 'moderate', and 7,5 % in lacking category. During the development of character education curriculum, analysis towards students, contents, context, and goal, had already been done. Context analysis inform us that environment is heavily influential towards the implementation of character education, where the environment give meaningful influence towards the development of students' character. Narwanti (2011:58) explains that the performance of character education is determined by it's environment. As such, the school needs to think about programs which support character development at school.

From the cognitive test aspect it was found that in SDN/MIN Pematang Gajah Muaro Jambi the achievement rate was rated high with 98,% lesson completion rate; in SDN/MIN Sebapo and SDN/MIN Tarikan Muaro Jambi, the achievement rate was moderate. From the data, we can infer that character education aspec is also influenced by the students' understanding of the materials. As such, students with high academic prowess will understand more about character and thus will have more impact in character education. Koesoema (2007) said that hidden curriculum gives significant meaning in character development. Character education curriculum refers to the relationship patterns between individuals in educational institutions.

4. Conclusion

Based on questionnaires given to teachers, the current character education curriculum is in good condition with 81 %. But based on the result of the interview, character education is not good enough due to the inability of teachers to implement character values in lessons, not being able to give good examples to the students, and the character education itself, which is not comprehensive enough. The developed Character education curriculum in SD/MI Pematang Gajah Muaro Jambi, SD/MI Sebapo Muaro Jambi, dan SD/MI Tarikan Muaro Jambi: The Developed Character Education Values There are nine developed values, they are religious, attentive, emphatic, honest, responsible,

curious, and creative. Even though in its development, the values are mixed with other values, such as peace-loving, good reader, and appreciative, but the development focuses more on the programmed characters. The strategy of character development implemented by the school staff is by integrating values into school lessons, culture, and club activities; and cooperating with the students' guardian in developing their character; the headmaster act as the manager and leader of curriculum development. Character development is done continuously, integrated, consistent, and implementation can have an impact on the child's character such as their habit in putting thrash in its place, being polite, religious, compassionate, and other positive characteristics.

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