



## **DEVELOPMENT CURRICULUM BASED EDUCATION CHARACTER**

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### **Abstract:**

Character-based curriculum development is an activity that seeks to compile or design a new curriculum, change and perfect or improve the curriculum, implement the curriculum, and control the basic education curriculum. This control includes monitoring and evaluating the curriculum, as well as improving the curriculum based on input from the results of monitoring and evaluation of the basic education curriculum that has been practiced in school and out-of-school educational institutions with various types and varieties. The values that are used as the basis for curriculum development must come from religious values, Pancasila, culture, and national education goals. The values derived from the four pillars are embodied in 18 values, namely Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Respect for Achievement, Friendly or Communicative, Love Peace, Love to Read, Care for the Environment, Care for the Social, and Responsibility.

**Keywords:** *development curriculum, education character*

### **INTRODUCTION**

Say character indeed originate from Language Latin: “karakter”, “kharassein”, “kharax”, in Language English: characters, in Language Indonesian: “karakter”, and in Greek : character, from charassein Which means make sharp, make in (Majid & Andayani, 2011). Hendro Darmawan defines character as character, character, nature, and habits (Darmawan et al., 2010). A different understanding was also put forward by Dharna Kesuma who said that the meaning of the word character is manners, character, morals, affection, morality, character, and character (Kesuma et al., 2011).

Character is influenced by genetic factors and one's environmental factors. On the side of environmental factors, a person's character is formed by many other people who are often near him or who often influence him, then he begins to imitate to do so.

For example, an innocent Madrasah Ibtidaiyah student often follows the behavior of his parents or playmates, even his nanny. Because character is formed from the process of imitating, namely through the process of seeing, hearing and following, real character can be taught or internalized intentionally through educational activities by developing a curriculum based on character education. Thus, it can be concluded that character is a gift from God that is brought from birth and then interacts with the surrounding environment through learning activities.

A character education-based curriculum development strategy can be carried out through three (3) things, namely: 1) integrating character values into all subjects, local content and self-development activities, 2) habituation in daily life at school (service, management and teaching), and 3) increasing cooperation between schools, parents of students, and the community in terms of cultivating or familiarizing character values in the school environment, household environment and community environment .

The basis for implementing character education is actually based on the goals of national education and the message of the 2003 National Education System Law which

expects that education will not only form smart people but also have personalities (character), so that later a younger generation will be born who grow and develop with personalities that breathe the noble values of Religion and Pancasila. Likewise, in the Madrasah Ibtidaiyah Graduation Standards (SKL) it was found that most of the learning outcomes were the formation of good character values in students, such as: the character of faith and piety to God, responsibility, honesty, and discipline.

On this basis, our education must be managed properly and correctly in order to produce graduates who are of higher quality and ready to face the "world" of the future which is full of problems and challenges and can produce graduates who have noble character, namely: having intelligence as well as intelligence, having high creativity as well as being polite and polite in communicating, and having honesty and discipline as well as having high responsibility. In other words, education must be able to carry out the character building mission so that students and graduates can participate in filling development properly and successfully without abandoning noble character values.

## **RESEARCH METHODS**

This research uses a qualitative case study.

## **RESULTS AND DISCUSSION**

### **Understanding Development Curriculum based Character**

Development originate from say base flower Which means become increase perfect. Then get reward pe- and – an so become development which means process, way or deed develop. So, development here is a conscious effort made to achieve the desired goal to be more perfect than before.

According to Iskandar and Usman Mulyadi, curriculum is an educational program provided by schools for students, through the planned program students carry out various learning activities so as to encourage their development and growth in accordance with predetermined education (Iskandar & Mulyadi, 1988).

Wynne says that there are two senses of character. First, the term character shows how to behave, if someone behaves dishonestly, cruelly, or greedily, then that person manifests a bad character, conversely if someone behaves honestly, likes to help, then that person manifests a noble character. Second, the term character is closely related to " personality ". Somebody Can called a "person of character " if act he did in accordance with moral rules (Megawati, 2007).

This character similar with derived morality \_ from the word Khuluk , ie character or habit do good things . Imam al- Ghazali describe that character (morals) is Act in demand someone from heart the good.

So, based development curriculum education character is as activity Which make an effort For compose or design (design) curriculum new, change And refine or repair curriculum, implementation curriculum, as well as control curriculum Basic education. Control This covers monitoring and evaluation curriculum, as well as improvement curriculum based on input from results monitoring and evaluation to curriculum education base which has practiced on track institution education school nor outside school with various type and variety.

### **Values Education Culture and Character Nation**

Developed values in education culture and character nation identified from sources following this. *First*, Religion : Indonesian society is public religious. Because that, life individual, society, and nation always based on on teachings religion and his trust. kindly political, life statehood based on those values originate from religion. on the basis consideration it, then values education culture and character nation must based on derived values and rules from religion. *Second*, Pancasila : a unitary state The Republic of Indonesia is upheld on principles life nationality And statehood Which called Pancasila. Pancasila contained in the Preamble of the 1945 Constitution and elaborated more carry on in existing articles \_ in the 1945 Constitution. That is, the values contained in Pancasila becomes set values \_ life politics, law, economy, society, culture, and art.

Cultural education and national character aim prepare participant educate become more citizens well, that is citizens who have ability, will, and apply values Pancasila in his life as inhabitant country. *Third*, Culture: as something truth that No There is man Which life socialize Which No based on by values culture Which acknowledged public it . These cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of that community. Such an important position of culture in people's lives requires that culture be a source of value in cultural education and national character. *Fourth*, National Education Goals: as a formulation of the qualities that every Indonesian citizen must possess, developed by various educational units at various levels and pathways. The goal of national education contains various human values that must be possessed by Indonesian citizens. Therefore, the goal of national education is the most operational resource in developing cultural education and national character.

### **Development Strategy Curriculum based Education Character**

Which has We know, that man created with provided various potency Which must grown develop, so that potential the in accordance with function he created man That alone that is as a representative God SWT in framework For look after natural this.

So, formation character is is something necessity and even become objective held education. That's what happened objective he sent Prophet Mohammed S AW in the middle public jahiliyah, as he said in A Hadith that, actually Prophet Muhammad \_ SAW sent for perfect morals.

Character education (morals) in Islam emphasizes planting attitude and behavior Which Good on self individual, so that He capable do Good for himself and his people. Connection individual with public in Islamic, is reciprocal relationships, bound by values and norms ethics called by Aminah Ahmad Hasan with the term ' il\_qah rūhiyyah khuluqiyah ' (interaction Which bound by code of ethics) (Hasan, 1985).

because it, for form character child can done with various type approach, other than those described above, formation character child can done with attitude as following (Hidayatullah, 2010): *first*, Planting Discipline, Amiroeddin Sjarif say that discipline on basically is something obedience Which truly Which supported by awareness For fulfill duties and obligations as well as behave as it should be according to the rules or proper conduct happenin something environment certain.

With So, discipline in carry out rule in environment or activities carried out in a manner routine That there is the values to be toll a k measure about Correct nope something someone does. Form discipline Which enforced is is A business for form character individual (Ramayulis, 2002). *Second*, habituation, Child will grow And develop as environment Which teach him And environment the Also Which become habit Which he faced every day . If environment teach him with habit do fine, then later child will used to do Good And on the contrary If a child grow in environment that taught him do crime, violence, abuse will grow become perpetrator violence. *Third*, Create Atmosphere Which conducive, creation the atmosphere Which conducive will give climate Which possible formation character. because it, various related matters \_ with effort formation character must conditioned, especially individuals Which There is done it (Hidayatullah, 2010).

### **Procedure Development Based Curriculum Character**

Procedure development curriculum based education character is leave from problem character Which faced so that felt need integrate values character to in whole component education.

Procedure development curriculum Madrasah Ibtidaiyah based education character can taken through steps following: *first*, Socialization, Team from center development curriculum should give socialization about education character to head school, Teacher, And power education other. Purpose socialization is For equate perception about draft education character . Socialization materials included the policies of the national education ministry, the concept of character and culture education and how to implement character education into the Education Unit Level Curriculum (KTSP). The socialization activities were then continued in the education unit environment by

involving the school committee and parents of students. The aim is to equalize perceptions between educators and educational staff within the education unit. *Second*, Development Document Curriculum, Development document curriculum madrasa started with do identification and analysis values the characters contained within Standard Graduation madrasa (SKL). This is done to find out the character values that need to be integrated by madrasas into the education unit level curriculum (KTSP), both in document I and document II. The results of the analysis of the character values contained in the SKL are then classified into several character aspects, such as: religious values, tolerance values, respect for time values, scientific cultural values and others.

## CONCLUSION

Make effective implementation education character, school need make something network integrated topic with values character on every eye lesson, material payload local and development self.

For support implementation education character so management madrasah management must conditioned as supporters activity education character. Management means madrasah must reflect life values character desired. For example: a toilet that is always on clean, bro trash exists in various place and always cleaned, the madrasa is visible neat , tool study placed regularly provided place of ablution and amount proper faucets, Mushalla or kind room proper prayer \_ used by students and teachers Salat noon congregation and prayer duha congregation , and provided as well means reading religious like : Al - Quran or Juz Amma And the translation .

Form mark openness in management and service school Also become priority important in implementation education character. For example, the Head of Madrasah must always communicate with all teachers about school work programs, Madrasah financial reports, and so on. Likewise teachers must instill the values of openness to all their students, both in class learning and in extracurricular activities.

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