

Journal of Social Sciences (COES&RJ-JSS)

ISSN (E): 2305-9249 ISSN (P): 2305-9494

Publisher: Centre of Excellence for Scientific & Research Journalism, COES&RJ LLC

Online Publication Date: 1st July 2017

Online Issue: Volume 6, Number 3, July 2017

<https://doi.org/10.25255/jss.2017.6.3.455.463>

The implementation of character values in learning of class III based on curriculum 2013 in SDN Kesatrian 02, Blimbing, Malang

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Abstract

This study aimed at describing the implementation of character values in the learning of third grade based curriculum in 2013 carried out by the teachers, the character appears on the student as well as obstacle to the implementation of character values. The type of research is qualitative descriptive, qualitative approach and design. Data were obtained from observation, interviews, and documentation. The research findings indicate that the implementation of character values in learning of third grade in 2013 based curriculum is implemented through planning and implementation phases and assessment. In the planning stage, to implement teachers character values is through the development of indicators, approaches, methods, teaching materials, learning resources, learning activities, and assessment. During the implementation phase, the teachers tried to implement the values of character began with the preliminary stage, the core, and the closing. Characters are shown in the third grade students constitute learning the religious character, honest, discipline, creative, independent, like to read, responsibility, independent, and caring about environment. The Constraints faced by teachers are about the limited time, and the students who are not obedient in the learning process, the discussion of this research is the implementation of character values in learning of third grade in terms of the curriculum 2013 were carried out by teachers, implemented by adapting indicators, materials, and assessments can measure progress the student's character. And the characters that are showed by the students of grade III based on the curriculum 2013 that is implemented by the teachers.

Key Words:

Character Values of Learning, Curriculum 2013

Citation:

Setyowati, Ninuk Dwi ; Sugiharti, Sri; Rumidjan; (2017); The implementation of character values in learning of class III based on curriculum 2013 in SDN Kesatrian 02, Blimbing, Malang; Journal of Social Sciences (COES&RJ-JSS), Vol.6, No.3, pp: 455-463; <https://doi.org/10.25255/jss.2017.6.3.455.463>.

Introduction

Character education is an attempt to install characters in accordance with the values of the characters that were adopted. According to Srencko (cited in Samani and Hariyanto, 2013: 45), explained that character education can be interpreted as a genuine effort by the way of positive traits, positive personalities that are developed, encouraged and empowered through exemplariness, study, and emulation. Lickona (2015) defined character education as a genuine effort to help one understand, care, and act with the core foundations of ethical values. Meanwhile, Alfie Kohn (cited in Samani and Hariyanto, 2013: 44) mentioned the nature of character education can be broadly defined covering almost all of the school's efforts, it primarily aimed at helping students grow into the one who has a good character.

Whereas, character education could be defined narrowly interpreted as a moral training that reflects a certain value. Operational objectives of character education is to develop and inculcate character values in accordance with school life, community and family. Regarding to Kesuma (cited in Wiyana, 2012: 58) described about the purposes of character education are: 1) Strengthening and developing the values of life that are considered to be important, so that it becomes a unique ownership character of the student as the developed values; 2) Correcting student behavior that is inconsistent with the values that are developed by the school; 3) Establishing harmonious connections with family and community in acting out the responsibilities.

Inculcating character values requires a balance between knowledge, feelings and actions. This is based on Lickona (2015: 85) stated that character education has three related parts of moral knowledge, moral feeling, and moral action. Implementation of character values needs to be developed. According to Dasyim Budimasyah (cited in Gunawan, 2012: 36) defined that the principle of implementation of character values is based on the following principles 1). Sustainable, means that the development of character values is a long process in education; 2). Integrated, means that building character values are implemented in all learning, curricular, co-curricular, or extracurricular activities; 3). Not taught in the form of knowledge, so character development is taught in the process of *knowing, doing, and habit*.

The values of characters that have been integrated into the Lesson Plan (LP) are based on the syllabus that has been developed by the school. LP is generally composed of core competencies, basic competencies, themes, sub-themes, learning methods, learning steps, learning resources, and assessment. In order the LP instruct teachers in creating an insightful learning on character development, so that the LP needs to be adapted. The adaptation according to Wibowo (2013: 181) covered (1) The addition or modification of learning activities, so that there are activities that develop character education; (2) The addition or modification of achievement indicators, so that there are indicators related to the achievement of the students in terms of character; (3) The addition or modification of assessment techniques so that there are assessment techniques that can develop the character of the students.

Methods

Research Approach and Design

The approach and type of research employed qualitative descriptive, because this study is obtained more descriptive data. Qualitative approach is chosen because the research is

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conducted not only based on research variables, but also based on social situation that is being studied. Sources of data are taken in the study will produce data in the form of statements, so the research used a qualitative approach.

Type of the research is descriptive research. Due to the results of the data source are going to be described in detail. Descriptive research is one of the characteristics of qualitative research, so the data are collected in the form of words, images, and not the numbers (Moleong, 2014: 11). Based on Arikunto (2010: 3), descriptive means to describe something such as circumstances, conditions, situations, events, and activities.

Approach and type of research that have been selected, now used to obtain the description about the implementation of character values in learning in Class III Based on Curriculum 2013 in SDN Kesatrian 02, Blimbing, Malang.

Presence of the Researcher

Stages of the researcher's presence in this research are 1) requesting research permission in SDN Kesatrian 02 by written and spoken, 2) determining the research subject include the population and the sample which are going to be studied, 3) carrying out the data collection through observation, interview and documentation in Class III at SDN kesatrian 02. 4) holding a full observation about the implementation of character values in the process of learning of class III in SDN Kesatrian 02. So, the researcher is required to attend directly to the location of the research, at SDN Kesatrian 02, Blimbing, Malang.

Setting

This research is conducted in SDN Kesatrian 02, Jln. Kesatrian dalam no 60, Kecamatan Blimbing, Kota Malang. It focuses on the grade III, year 2015/2016.

Data dan Data Sources

The primary data source in this research was from the teachers of third grade, while the additional data sources were obtained from LP document and the students of Class III. Regarding to Lofland And Lofland (cited in Moleong, 2014: 157) the main source of qualitative research is the words and the rest of the action in the research is additional data, such as documents, and others. Procedure of the data collection uses the forms of observation, interview, and document usage.

Data Analysis

All data which have been collected from various sources are going to go to the data analysis phase. The results of data analysis from qualitative research is in the form of description of the implementation of character values in learning of class III based on Curriculum 2013 in SDN Kesatrian 02, Blimbing, Malang. To check the validity of research findings is using two techniques, they are observational persistence and triangulation technique. The research stages in this research are pre field, field, data analysis, data conclusion, and reporting.

Findings

The value of characters that implemented in the LP by the theme of energy and changes in the sub-themes of learning energy changes are the values of religious character, hard work, tolerance, honest, discipline, self-reliance, care about environment and social, peace loving, and nationalism.

The teachers have implemented the values of religious character, honest, discipline, hard work, creative, independent, inquisitive, appreciative of achievement, communicative, peace loving, love to read books, social care and responsibility in learning.

The learning assessment is designed by the teachers in LP includes the assessment of attitudes, knowledge, and skills which cover the characters of hard work, independent, responsible, discipline, creative, and communicative. While the learning assessment conducted by the teachers in learning includes attitude assessment through teachers' observation based on the development of students' attitude, the assessment of knowledge is through workmanship in the students' workbook, and skill assessment is through the students' creations in the forms of drawings, letters and vases.

Constraints faced by teachers in implementing the character values are insufficient time to implement the lesson in order to agree with the plan, and the students who do not discipline in learning.

Discussion

Based on the results of interviews, observation and documentation of the implementation of character values in the planning of learning based on the 2013 curriculum is to prepare syllabus, LP and teaching materials. LP as a guide for teachers is used to implement learning agrees with the purpose of learning that has been formulated. According to Gunawan (2012: 226), LP gives guidance for teachers in creating insightful lessons to the development of character.

The implementation of character values is shown by teachers from the selection of core competencies, basic competencies, achievement indicators, learning materials, learning activities that can implement character values. In addition, the teachers also added the attitude assessment that can be used to measure the implementation of character values in learning. As stated by Wibowo (2013: 181) that LP adaptations are used for the implementation of character values include (1) the addition or modification of learning activities so that there are activities that develop character education; (2) The addition or modification of achievement indicators, so that there are indicators related to the achievement of learners in terms of character; (3) The addition or modification of assessment techniques, so that there are assessment techniques that can develop the character of the students.

Based on the data exposure, it can be concluded that in the planning of the implementation of character values learning which is implemented in LP by the theme of energy and changes in the sub-theme of energy changes are the values of religious character, hard work, tolerance, honest, discipline, independent, care about environment and social, peaceloving, spirit of nationality/nationalism. LP should be inserted the character values that will be implemented in the learning. So, teachers are expected to include the values of characters that will be implemented on learning in the indicators, learning materials, learning activities and assessment.

Learning activities

Based on the results of interviews, observations, documentation of learning activities that have been conducted in learning by the theme energy and changes in subthemes energy

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change in class III, it has implemented the character values. Although there is a difference between the LP and its implementation, still the teacher has been implemented the character values. Wibowo (2013: 183) added that behavior of the teachers during the learning process is a role model for the students in the implementation of character value.

Based on the data exposure, it can be concluded that the implementation of character values in learning that includes preliminary activities, core activities and closing activities. In the core activities in learning, teacher needs to insert the character values in accordance with the indicators of learning.

Based on the results of interviews and observation, the methods that used by the teachers in the implementation of character values in learning the theme energy and changes in sub-themes of energy changes in class III is lecturing, question and answer, group discussion and assignment by using a scientific approach.

Based on the data exposure, it is concluded that the learning method used by the teachers in the implementation of character values in learning, based on the curriculum 2013, is not related to only one method, but the whole method can implement the character values in the learning. This is in accordance with the theory that has been described. Selecting teaching methods will maximize to achieve the learning objectives. Teachers are required to prepare the students in the learning process, so that they can implement character values well.

Based on observations, during the learning by the theme of energy and changes in sub-theme of energy changes, the teachers do not use the media. Teachers only associate learning materials with the daily life of the students, and to make the students better understand the material, teachers implemented with the characters value. Based on the results of observation, learning media is needed in the implementation of the character values in learning, because the learning media can facilitate the students to understand the material, and install the characters values wished by the teacher.

Based on the exposure of data, it can be concluded that the teacher has implemented the value of religious character, honest, discipline, hard work, creative, independent, inquisitive, appreciate achievement, communicative, peace loving, love to read books, social care and responsibility in learning.

Learning assessment

Based on the results of interviews and documentation, learning assessments are used by teachers to implement the character values in the learning, namely attitude assessment, knowledge assessment, skills assessment. Assessment of the process is done by observing the behavior of the students to measure the achievement of the character values in learning that has been implemented by the teacher. Assessment of results is done by giving tests, test of each sub-theme, midterm examination, semester final examination, as well as classroom improvement test. Sani (2014: 206) described that attitude assessment methods that can be used in the curriculum 2013 is behavioral observation, it is conducted by using a special notebook of challenging events related to the students behavior in school. Behavioral observations can also use checklists and *scale ratings*.

Hence, the assessment of learning in the implementation of character values in learning of class III, based on curriculum 2013 is the assessment of the process, in which there is an attitude assessment through the observation by teachers during the learning. Lesson plan and the implementation of learning contain the assessment of attitudes, knowledge, and skills, in which implement the character values of hard work, independent, responsibility, discipline, creative, communicative. While the learning assessment conducted by the teacher in learning includes attitude assessment through teacher's observation on the development of students' attitude, knowledge assessment is through workmanship of the students upon their workbooks, and skill assessment is through the students' creation.

Based on the observation results, students of the third grade have the character of discipline proved by only a bit students who come late in the class. Also, all the students of the third grade are on time in completing the task given by the teacher. Religious character is also owned by the students of the third grade proved that they are accustomed to pray before and after learning with or without accompanied by the teachers. Self-reliance are also owned by the students of third grade which is proven that all students do their assignments independently without cheating other students. Also, the character of care about the environment is proved by all the students of the third grade that they do the class duty on the schedule that has been agreed together, without being reminded by the teacher, in the learning process, all students of the third grade students are used to maintain the cleanliness of the class by putting garbage in the dustbin provided in class.

Based on the data, it is concluded that the students have the characters of religious, honest, discipline, creative, independent, love to read, care about environment and social, responsibility. It shows that the implementation of character values in learning based on the 2013 curriculum succeeds to install the character values to the students of the third grade. It is appropriate with the purpose of character education that is declared by the Ministry of National Education (kemendiknas).

Based on the results of interviews and observations on the learning by the theme of energy and changes in the sub-theme of energy changes based on the curriculum 2013 in Class III, SDN Kesatrian 02, it has some constraints faced by the teachers, namely time availability for the implementation of learning is not sufficient to do the lesson plan, so that teachers can not adjust the learning appropriate with the implementation. Also, there students do not discipline in the learning process. Solutions given by the teachers in overcoming these obstacles is giving learning activities as a home task to maximize the learning, and the seat of punishment to the students who do not discipline in learning. These constraints indicate that in implementing the character values in learning required cooperation between components of learning practitioners, so that the implementation of character values can run optimally.

Implementation of character values in lesson plan based on the curriculum 2013 by the theme of energy and changes in the sub-theme of energy changes, from the indicators designed by the teachers can implement values of hard work, communicative, love to read, discipline, social care, tolerance. In LP carried out by the teacher, the teacher uses various methods, so that it can implement the value of tolerance, honest, hard work, discipline, and communicative. The learning steps designed by the teacher is implementing the values of religious character, discipline, curiosity, tolerance, peaceloving, honest, nationalism, care about environment and social.

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Based on observations, interviews and documentation in the first lesson by the theme of energy and change and sub-theme of energy change, it was found that teachers did not divide students in small groups according to the plan of research implementation. Teachers do not use media in learning. The teacher implements the values of religious character, honest, discipline, hard work, creative, independent, inquisitive, appreciative of achievement, communicative, loving peace, love to read books, care about the environment and social, and responsibility in learning. Teachers have not yet implemented the value of loving the homeland, the spirit of nationalism, and democratic.

Based on the result of observations in the second lesson by the theme of energy and change and sub-theme of energy change, was found that the tasks assigned by the teacher were individualized, although with in-group manage. There is no correlation between learning and character value of the spirit of nationalism and love of the homeland. The teacher implements the values of religious character, honest, discipline, hard work, creative, independent, curiosity, respectful of the achievement, communicative, peaceloving, love to read books, care about environment and social, and responsibility.

Based on the observations in the third lesson by the theme of energy and change and sub-theme of energy change, was found that learning was only focused on the students' workbooks. The task that should be the task of the school is given by the teacher as homework for the students. Teachers implement the values of religious character, honest, discipline, hard work, creative, independent, curious, appreciative, communicative, peaceloving, love to read, care about social, and responsibility.

Based on the observations in the fourth lesson by the theme of energy and change and sub-theme of energy change, was found that the teacher was only focused on the students' workbooks. The teacher implements the values of religious character, honest, discipline, hard work, creative, independent, curiosity, respect to the achievement, communicative, peaceloving, love to read, caring about environment and social, and responsibility.

a. Assessment

Based on the results of interviews, documentation and observation in learning found that the assessment of learning conducted by the teacher is the assessment of student attitudes, knowledge and skills. Assessment of attitudes is through observation of student attitudes during the learning, knowledge assessment is through the tasks in students' workbooks, skills assessment is through the student works.

Based on observations, interviews, and documentation from the first to the fourth lesson by the theme of energy and change in sub-themes of energy changes found that students have not shown the character of nationalism, democracy, loving peace and love of the homeland. The characters that shown by the students are love to read, independent, discipline, religious, tolerant, care about environment and social, honest, creative, curious, and respectful to the achievement.

Based on the result of observations, interviews and documentation, it found that the constraints faced by the teacher are to align lesson plan with the implementation of learning even with limited time. The teachers' solution for this problem is giving homework to the students to do individual assignments.

Another obstacle faced by the teacher is there are some students who do not discipline in learning. The solution is to bring about the seat of punishment, so that the students do not repeat it.

Conclusion

The implementation of character values in learning based on the curriculum 2013 compiled by the teacher of third grade in SDN Kesatrian 02, Blimbing, Malang. Teachers have compiled the LP in accordance with the curriculum 2013 and it should be character-oriented. LP is prepared by the teacher contains character values that will be implemented especially in indicators, basic competence and learning activities. Teaching delivered by the teachers have included the implementation of character values. It is seen from the use of method and assessment.

Characters that shown by the students in the third grade are religious, honest, discipline, creative, independent, love to read, care about environment and social, and responsibility. It shows the successful implementation of character values in the learning that is implemented by the teacher.

Some constraints faced by the teachers in implementing the characters values in learning is to align the lesson plan with the implementation of learning although with limited time, and the solution for this is giving homework for the students that should be made independently to create the learning more optimal. Another obstacle is there are some students who do not discipline in learning, the solution is providing the seat of punishment seat to students, so they will not repeat it.

The implementation of character values in lesson plan should be based on the curriculum 2013, which compiled by the teacher of the third grade at SDN Kesatrian 02, Blimbing, Malang. Teachers are expected to insert the character values in each component of the lesson plan.

The implementation of character values in learning should be based on the curriculum 2013, which is implemented by the teacher of the third grade, at SDN Kesatrian 02, Blimbing, Malang. Teachers are expected to load the character values in learning, especially the character of nationalism and love the country.

The characters shown by the students on the lessons that taught by the teachers based on the curriculum 2013 should be observed in depth by teachers, so that the teachers can identify the changes of the students' behavior.

Constraints faced by teachers can be overcome by the cooperation between components of education practitioners in SDN Kesatrian 02 and the parents of students in Class III.

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