
Research Article

Implementation of Integrated Curriculum 2013 Character Education Program at Elementary School Pasar Lama 1 Banjarmasin and Elementary School Kuripan 2 Banjarmasin

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ABSTRACT

The purpose of this study was to describe the implementation of the 2013 PKK Integrated Curriculum from the aspect of program structure, curriculum structure, activity structure, obstacles, and solutions for implementing the integrated PKK 2013 Curriculum implementation at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin. This research uses a descriptive qualitative approach with the design of several sites with data collection through interviews, observation, and documentation. The stages include reduction, presentation, and conclusions with research conducted at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin. The results showed that the implementation of existing programs at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin for the program structure consisted of prota and promissory notes and the curriculum structure used RPP. The structure of the activity consists of an introduction, core, and closing. Meanwhile, the current problem is that the school has not maximized carrying out the school's vision and mission and teacher competence which still needs to be developed in educating students who have different characters. The conclusion from the results of this study is the implementation of the 2013 Integrated Curriculum Character Education Program at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin has been going quite well but needs to be improved so that schools have quality education programs

Keywords: 2013 curriculum, character education.

Introduction

Education is one of the most important sectors in national development. It can be said that education can provide insight for humans to live a more meaningful life. In line

with Ahmad's opinion (2014) explaining character, education is a process of transforming the values of life that will develop in a person's personality so that they become one in that person's life behavior. At

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this time, it is often found that the phenomenon of lack of character education is the main cause of problems in the world of education. This problem is what underlies the government is currently aggressively promoting the strengthening of character education.

Based on these facts, it is fundamental in improving the curriculum. Suhaimi and Rinawati (2018) defines the curriculum as an educational design that outlines all learning experiences given to students) whereas in the study of philosophy, values, and knowledge it is integrated with educational actions.

In line with Anwar's opinion (2014) The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior of aspects of the 2013 curriculum assessment can shape character education for students.

Andriyani et al. (2018) explained that every curriculum designed must reflect the vision, mission, and goals of the school, thus making it an important innovation that updates and develops the previous curriculum.

In addition, Salasiah et al. (2018) explained that the success of education is determined by the foundation in learning and its elements such as students, educators, interaction, environment, and educational content. Related to this, through education it is hoped that it can shape students to have noble morals and have good character. According to Maunah (2015), Good character is the capital for humans to become a nation capable of creating a safe and prosperous life. This is also supported by Zuhcdi et al. (2010) One of the important instruments that influence the advancement and decline of a nation is their character or morals.

Strengthening Character Education is carried out in stages and adjusted to the needs

and conditions of each school. In line with Wahyuni et al. (2020) explained that the PPK program is expected to encourage the quality of education that is evenly distributed throughout Indonesia. Sipiana et al. (2019) explained that every school, both public and private, has the same right to implement programs that are part of the National Movement for Mental Revolution in the field of education.

Djollong (2017) explained that the teacher is the spearhead of the implementation of the curriculum which is expected to integrate character values in classroom learning and be able to manage classroom management. In line with Fatimah et al. (2002) the integration of the Character Education Program in the 2013 Curriculum which is carried out in schools, cannot be separated from the policies taken by the principal in designing the school culture which is the hallmark and excellence of the school. Then, schools can design public involvement to increase the role of parents and society.

The implementation of the Strengthening Character Education program is carried out in stages. In 2017, the Ministry of Education and Culture is targeting 1,626 schools to become PPK pilot targets, which will have an impact on around 9,830 schools in the vicinity. Meanwhile, in South Kalimantan, which is used as a pilot school for the implementation of the Strengthening Character Education (PPK) program, the average status is referral school. Each district/city in South Kalimantan, at the primary school level, has one pilot school for the implementation of the PPK program which is tasked with impacting schools in their respective regions.

Elementary school Pasar Lama 1 and Elementary school Kuripan 2 are two Elementary schools in the city of Banjarmasin that were chosen to be the objects of research

because these two schools were used as references and pilots for the implementation of the 2013 curriculum and Character Education and the two schools had facilities and infrastructure and human resources were able to implement the 2013 Curriculum and Character Education. In addition, the two schools performed both academically and non-academically.

Based on the description above, the researcher is interested in researching the implementation of the 2013 curriculum integrated to strengthen character education programs. In this study, the researchers chose a research location in pilot schools for the implementation of PPK, namely Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin because there had not been any research studies in these schools. The purpose of this study was to describe the implementation of the 2013 PPK Integrated Curriculum from the aspect of program structure, curriculum structure, activity structure, obstacles, and solutions for implementing the integrated PPK 2013 Curriculum implementation at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin.

Material and Methods

This study used a qualitative descriptive approach with a multisite research design. The research was carried out in more than one site, namely, there are 2 research sites, elementary school Pasar Lama 1 Banjarmasin and elementary school Kuripan 2 Banjarmasin. The results of this study are in the form of narrative sentences from the results of data analysis from interviews, passive participatory observation, and documentation studies on the implementation of the 2013 PPK integrated curriculum in terms of the bureaucratic

structure, communication, resources and attitudes of the implementers of the implementation of the PPK integrated curriculum 2013 Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin.

With the subjects in the study consisting of the head of the curriculum and assessment section of the Elementary school guidance section, the principal, the vice principal, teachers, students and parents. With the object of implementation research in the 2013 curriculum integrated PPK. Therefore the criteria used as a purposive sampling technique, which refers to part or all of the educational process at the research location

The research data collection procedure was carried out in stages which included: initial observation, namely using observation guidelines, structured and in-depth interviews, as well as supporting documentation for the 2013 curriculum and documents on strengthening character education. The data analysis process is carried out by going through the steps

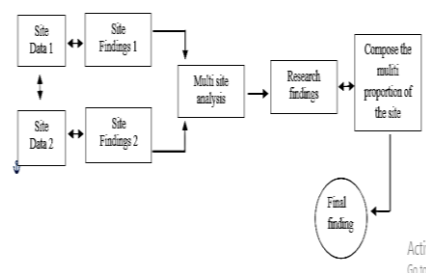


Figure 1. Cross-site data analysis

Results and Discussion

Implementation of the 2013 PPK integrated curriculum from the aspect of program structure, curriculum structure, activity structure

The research findings based on the findings on sites 1 and 2 found that the 2013 curriculum program structure consists of an annual program and a semester program.

As the first step in planning the implementation of the 2013 curriculum, an annual program (Prota) and a semester program (Promes) must be made which is socialized to the teacher council by the principal assisted by the vice-principal. This is supported by the opinion according to Mastur (2017) explained that curriculum implementation is the application or implementation of a curriculum program developed at a previous stage and then tested through its implementation and management, while always adjusting to the actual situation and characteristics of students' intellectual, emotional, and physical development.

The findings above are consistent with those described by Warsito and Samino (2014) explains the management of curriculum implementation in shaping student character that the management process begins with curriculum planning, the learning tools compiled are the Annual Program (Prota), the Semester Program (Promes), the Syllabus, and the Learning Implementation Plan (RPP).

In addition, in implementing the curriculum, a curriculum structure is also needed based on the findings on sites 1 and 2, it is found that the curriculum structure used is an organization of core competencies, subjects, learning load, basic competencies, and content in learning. Huda et al. (2016) explained in the research results at the learning planning stage, before developing lesson plans, it is necessary to map the Core Competencies and Basic Competencies for the 2013 Curriculum.

The teacher uses various learning methods and patterns according to the material to be presented. In line with Zainuddin (2015) In the results of his research, direct learning is through direct interaction with learning resources designed

in the syllabus and curriculum plan, students' knowledge is used to develop knowledge, thinking abilities, and skills. Astutik (2020) explained that indirect learning, students observe, ask questions, collect information, reason, and communicate.

Based on the findings on sites 1 and 2, it was found that the structure of the 2013 curriculum learning activities through the preliminary, core, and closing activities that are based on student activities in the classroom, the teacher no longer explains all concepts, but helps students find concepts. Agree with Lestari (2018) that the implementation of the 2013 curriculum requires teachers to be creative in learning activities through a process consisting of 3 stages, namely: preliminary, core, and closing activities. Assessment of learning outcomes in the 2013 curriculum uses real assessments which include student learning outcomes in the learning process not only in the form of numbers but also in the form of describing mental attitudes, social attitudes, knowledge, and skills.

The findings above are in line with those described by Artapati and Budiningsih (2017) that learning carried out by teachers of Elementary school Serayu Yogyakarta is carried out through scientific methods and thematic integration methods, including preliminary activities, core activities, and closing activities.

Barriers to Implementation of the 2013 Curriculum

Based on the research findings, obstacles or obstacles to the implementation of the 2013 curriculum on sites 1 and 2, there are obstacles in their application, such as learning administration that must be completed by many teachers causing teachers to teach without complete administration. In addition, from the point of view of

suggestions and objectives, the textbooks have not been fully fulfilled, not all teachers have the same competence in the mastery of IT.

The findings above are in line with those described by Kastawi (2017) In the assessment of learning outcomes, there are still obstacles, namely the teacher does not understand the question grid and its use, the teacher does not understand in analyzing the assessment instrument, and the teacher does not understand how to make scoring guidelines. This is in line with Novitasari et al. (2020) in the results of his research explained that in the implementation stage, many teachers also experienced difficulties in assessing attitudes, thematic assessments, and difficulties in revising the items.

In line with Rozan and Sriswo (2015) In the results of their research in reporting, many teachers experienced difficulties in making 1-4 rating scales and difficulties in writing report cards. the availability of learning facilities, even though the existence of books was sufficient, there was a need for further evaluation whether the contents of these textbooks had dimensions. global. If not, then the 2013 Curriculum will lag behind other countries.

Solutions to obstacles to the implementation of the 2013 curriculum

Based on the findings of research at two schools regarding solutions to overcome obstacles to the implementation of the 2013 curriculum, including the principal providing a policy for all teachers to take part in 2013 curriculum training, support from school principals, and motivating for teachers to organize 2013 curriculum learning activities and increase their specific competence in implementation 2013 curriculum by attending training.

Adriantoni and Fitriani (2018) in the results of their research explained the problems that teachers often face in implementing the 2013 curriculum in learning assessment are lack of time, difficulty in assessing, and too many types of assessments. The solution is by following the socialization, MGMP, and so on to be able to know more about the correct assessment procedure

Strengthening Character Education

Based on the results of research on sites 1 and 2 it is known that Strengthening Character Education (PPK) through habituation activities in schools such as religious character values is carried out by refraining through Islamic activities every time starting activities by reading basmallah, every morning starting class lessons begin with praying. together, pray noon in the congregation, and every day carries out Friday taqwa, that is, all students listen to religious lectures by ustadz who are brought to school.

For the value of nationalist character through the activity of carrying out the Monday flag ceremony, this activity can teach students to be disciplined, before learning begins together to sing the national anthem, they are taught to help each other and respect the differences between other students. For independent character values through learning activities and extracurricular activities such as making crafts in the form of cardboard pencil boxes students are free to create works according to their ideas and others.

While on the value of cooperation character, namely by greening activities utilizing once a week students are accompanied by class teachers to fertilize, water and maintain plants around the school, students work together to carry out these

activities, they are guided to work together and help each other and pick up garbage around the schoolyard. While the activities in the classroom, namely in cooperative learning, namely in groups within the group students can work together in learning.

And finally, the value of integrity character, namely the students are taught by the teacher in character education, the value of integrity, namely making friends with students regardless of physical conditions, being responsible for doing learning and in activities outside the classroom, students respecting every school member such as teachers, parents, and others. students through smiles, greetings, greetings, courtesy, and courtesy.

The findings above are in line with those described by Sasimi and Sujarwo (2018) Based on the results of the study, it was found that character strengthening in extracurricular activities was a way for teachers to integrate the character values of surau and culture into the learning process, both extracurricular and extracurricular activities. This explanation strengthens and is in line with the findings of research where the strengthening of character education carried out by Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin is carried out in activities in the classroom and activities outside the classroom.

The results of the research findings were confirmed by the results of Marlina's research (2013) explained that the teacher plan to learn to connect the character values written in the syllabus and the lesson plan, the teacher specifically mentions character values in the planning to be implemented.

Barriers to strengthening character education

Based on the results of research on sites 1 and 2, the obstacles to strengthening

character education come from four main factors, namely the factors of students that need to be strengthened again in character education in students who seem to be still minimal to overcome these obstacles in line with the results of research Eka et al. (2018) there is a need for good habituation, assertiveness from the teacher, a fun learning system, rules for school manners, and support from parents, students will surely be able to have good character. Rahayu and Taufiq (2020) explained that schools in developing teacher staff such as developing educational levels, various training, and online webinars to add to teachers' insights about the inculcation of children's character values.

The second factor comes from the teacher, namely not understanding the characteristics of students and not being optimal in instilling character in students. Handayani et al. (2020) explained the need for an increase in teacher competence to carry out character education and develop student personality insights.

The third factor is that schools have not been consistent in determining the character values chosen to be implemented in schools that are in line with the vision and mission of the school and a school culture that supports character education is needed. So from that And the last one from parents who are too busy at work that makes children less attentive. Supported by the opinion of Zaenab et al. (2020) explained that the obstacles to the implementation of classroom-based PPK, as evidenced by the inability of teachers to integrate character values in subjects according to the curriculum content. Another obstacle is the limitations of teachers in implementing literacy activities where teachers have not been able to integrate character values

The solution to the obstacles to strengthening character education

The results of research findings at two schools regarding solutions in overcoming obstacles in the application of character education are as follows: The principal is committed to motivation, communicating with school members regularly and continuously regarding the realization of character education in schools.

In line with Wahono's opinion (2019) The school organizes activities that support the cultivation of character education in the school environment. In addition, teachers encourage and establish effective communication with all citizens in developing character education in schools. The teacher becomes an example and role model of a good personality to form good attitudes and characteristics to students. The teacher provides directions to parents to supervise children both in playing or using electronic media. Parents play a role in providing character education lessons at home in encouraging the achievement of the success of strengthening character education in schools.

Yuliana et al. (2019) explained the results of their research. To achieve a character education, it is necessary to be supported by the principal and teachers who serve as the main guides for character education cultivation, in addition to character education at home there is a need for cooperation with parents.

Conclusion and Recommendation

The conclusion from the results of this study is the implementation of the 2013 Integrated Curriculum Character Education Program at Elementary school Pasar Lama 1 Banjarmasin and Elementary school Kuripan 2 Banjarmasin has been going quite well but

needs to be improved so that schools have quality education programs.

Based on the research results, it can be concluded that some suggestions are as follows:

1. Schools must be able to understand the concept of its implementation well, so the learning process in schools based on the 2013 curriculum will run well.
2. When reporting and evaluating, teachers must have a good understanding of IT. Therefore, it requires teacher enthusiasm for information technology training to support the implementation of the 2013 curriculum properly.
3. Teachers who carry out learning activities should have a good understanding of the implementation of the 2013 curriculum, especially in the learning process. This can be achieved by maximizing the number of training sessions for 2013 courses organized by the government and schools;
4. The role of the teacher in selecting various media, methods, strategies, and learning models is expected to enable students to actively participate in learning activities.

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that this journal article can be completed properly.

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