

Character Education Through an Independent Curriculum

Minsih¹, Djalal Fuadi², Nanda Dwi Rohmah³

¹ Muhammadiyah University Of Surakara, Indonesia; min139@ums.ac.id

² Muhammadiyah University Of Surakara, Indonesia; df276@ums.ac.id

³ Muhammadiyah University Of Surakara, Indonesia; 200200021@student.ums.ac.id

ARTICLE INFO

Keywords:

Education;
Character Education;
independent curriculum

Article history:

Received 2022-08-01

Revised 2022-12-10

Accepted 2023-02-03

ABSTRACT

Efforts are being made to overcome the crisis in learning and character education with a flexible curriculum. This is in line with the independent curriculum which allows teachers to provide teaching according to the needs of students. This also applies to character education for students who experience character decline due to the COVID-19 pandemic. Therefore, the purpose of this study is to describe the application of character education through an independent curriculum. The method used in this research is qualitative research with a case study approach. The subjects of this research are students of Elementary School. The research was conducted by determining the schools that had implemented the Independent Curriculum, then the researchers collected data through documentation, observation and interviews, then the data was processed and analyzed. The results of this study are that there are four character education activities through an independent learning curriculum, namely through intracurricular activities including profiles of Pancasila students who are implanted through learning activities and dimensions that are emphasized according to the needs of students, secondly through extracurricular activities held by schools that are tailored to the interests and interests of students, the ability of students, the three co-curricular activities which include a project to strengthen the profile of Pancasila students which are separate from learning activities, and the fourth is character education through culture in schools.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Minsih

Muhammadiyah University Of Surakara, Indonesia; min139@ums.ac.id

1. INTRODUCTION

Government policy through changing the 2013 curriculum into an independent curriculum needs to be warmly welcomed. Because it can answer learning problems that take place during the pandemic. Conscience (2022) as a representative of the elementary school directorate in the webinar explained that

the independent curriculum is a breath of fresh air in the recovery of learning due to the Covid 19 pandemic. The independent curriculum initiated by the government is one option. To overcome the learning crisis, a flexible curriculum is needed. In addition, the independent curriculum also has the advantage of providing independence for teachers, school principals and students to choose learning that is adapted to the conditions of the education unit, and according to the characteristics of students. An independent curriculum is a curriculum that uses a variety of intracurricular learning which optimizes content so that students can explore concepts and strengthen deeper competencies and educators or teachers have the freedom to choose various teaching tools, so that it can be adapted to the interests and needs of students (Directorate of Elementary School, 2022).

The Independent Curriculum with its advantages is expected to really be able to answer the challenges or problems of current education, where during this pandemic, many problems and challenges approach the world of education, such as learning loss. Jojor & Sihotang (2021) explained that the application of an independent curriculum at the education unit level can reduce learning loss caused by the Covid 19 pandemic. In addition to learning loss, another problem experienced by students is a decrease in the character of students. Many teachers complain about character decline. This can be seen, when face-to-face learning is applied again after online learning, various kinds of character declines that become the teacher's anxiety are that students lack respect for teachers, prefer to be alone and are less independent.

One effort to improve character for students is to increase the values of Pancasila as a form of character education (Basri 2021). The central government through the Ministry of Education and Culture has designed a strategic plan for inculcating Pancasila values for students. Kemdikbud realizes the vision of the president through the implementation of the Pancasila Student Profile which contains the ideal profile of Indonesian students who practice the values of Pancasila. The Pancasila Student Profile is divided into six dimensions consisting of faith, fear of God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity (Sari et al., 2022) With these six dimensions, Indonesian education should lead students to think critically, comprehensively, love the homeland and be proud to be sons and daughters of the Indonesian nation (Nurasiah et al., 2022). In other words, the characteristics of Indonesian students are lifelong students who have global competence and behave according to Pancasila norms (Wahyuningsih et al., 2021). The strategy for implementing the Pancasila Student Profile for students is also expected to reduce negative cases or student deviant behavior in schools or the community (Nurasiah et al., 2022).

In addition, the idea of a project to strengthen the profile of Pancasila students in the independent curriculum is expected to be able to improve the character of Pancasila students which is carried out outside the learning process and achievement. With separate time allocations, teachers are more able to innovate in planning projects according to the selection of dimensions and characteristics of students. Through this curriculum, school teachers have the freedom to apply learning and character education. Thus, it is necessary to conduct research on the application of character education in the independent curriculum. This is also the purpose of the research conducted by the researcher.

2. METHODS

This study uses a qualitative research method with a case study approach, because the research uses an analytical study of activities that contain character values in schools. The subjects of this study were students of SD Muhammadiyah 1 Surakarta. The research was conducted by determining the schools that had implemented the Independent Curriculum, then the researchers collected data through documentation, observation and interviews, then the data was processed and analyzed. The data analysis technique used in this research is to use an interactive model that is interrelated, namely, data reduction, data presentation, and conclusion drawing and testing. In this research, data reduction was conducted by selecting the main data related to the independent curriculum character

education at SD Muhammadiyah 1 Surakarta. Then the data is described, linked between categories, and the like, then the last is drawing conclusions and verifying the data.

3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. Based on the results of observations, interviews, and documentation studies, the researcher divides the four parts of character education through the independent curriculum at SD Muhammadiyah 1 Surakarta, namely Intracurricular, Extracurricular and Cocurricular activities, and culture in the school environment.

3.1. Independent Curriculum Character Education Through Intracurricular Activities

The independent curriculum perfects the character education of students through the Pancasila student profile. In this character education intracurricular activity, it is carried out in a classroom made through the teacher's teaching module by determining the materials and methods used by instilling the six components of the Pancasila student profile that are tailored to the needs of students, namely Faith, Fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The six dimensions are emphasized on students by the teacher in learning in the classroom, besides being embedded in students, they are also able to understand the material taught by the teacher. The six dimensions of the Pancasila student profile that are applied in learning activities in the classroom are a form of character education through the Independent Curriculum.

1. first dimension, having faith in God Almighty and having noble character is instilled through Islamic Religious Education subjects, Dates are also through praying together at the beginning of learning, answering greetings, respecting teachers and loving each other among others, as well as through songs that are sung together. -same. The cultivation of religious characters is carried out by integrating cultural values into the implementation of student self-development programs in the implementation of learning in schools (Narimo & Sanusi, 2020). Habituation of habituation carried out in the classroom is an effort by the teacher in instilling the character of students. Aristotle explains that "We are what we repeatedly do, excellence is not an act, but a habit (Covy 1997).
2. the second dimension, global diversity is implanted through Citizenship Education. Habituation and Javanese language subjects in the classroom and also about behaving and speaking according to what has become a culture for students. In addition, the guidance and examples provided by the teacher are factors that can improve students' understanding of diversity, the teacher exemplifies how attitudes and behaviors respect diversity (Nurasiah et al., 2022).
3. Mutual Cooperation, In this dimension, which is implanted through Mathematics learning, it is seen that students who are able to do assignments or easily understand help to understand their peers. The ability of gotong royong is the ability to carry out an activity together with a heart full of willingness with the aim of the activity running smoothly.
4. the fourth dimension, independently by the teacher, the emphasis is on learning Mathematics. One of the methods used by teachers in instilling an independent attitude in students is the match and mach method. In addition, self-regulation partially affects student learning independence and self-regulation and discipline simultaneously affect student learning independence (Bruno, 2019)
5. The fifth dimension is a critical reasoning dimension that is emphasized through mathematics learning activities. For example, through the Make a match model mentioned by Dianti Rahmasari, and Ishaq Nuriadin, that through the model it has an effect on students' critical reasoning.

6. The sixth dimension is the creative dimension. These dimensions are emphasized in the subjects of fine arts, mathematics, and where students are given the freedom to determine the objects that they want to be used as examples of media in drawing, determine objects that exist in the school environment then will be examined in science and mathematics learning.

3.2. Independent Curriculum Character Education Through Extracurricular Activities

Character education besides being able to be carried out through intracurricular activities can also be carried out through extracurricular activities at school. The types of extracurricular activities at SD Muhammadiyah 1 Surakarta which are held on Thursdays and Fridays can be seen in the following table:

Table 1. extracurricular activities at SD Muhammadiyah 1 Surakarta

No	Extracurricular Activities	Class	Description
1	Music and Vocals	All Class	Group
2	Dance	All Class	Group
3	Recitations	I, II	Independent
4	Painting/Coloring	All Class	Independent
5	Debates	III,IV,V,VI	Group
6	Tapak Suci	All Class	Group
7	Karawitan	III,IV,V,VI	Group
8	Hizbul Wathon	All Class	Group
9	Little Journalists	III,IV,V	Independent
10	BTQ	VI	Group
11	Entrepreneurship	III,IV,V,VI	Group
12	Mathematics Olympiad	III,IV,V	Independent
13	Science Olympiad	III,IV,V	Independent
14	English Olympiad	III,IV,V	Independent
15	Little Doctor	III,IV,V	Independent
16	Mini Volleyball	III,IV,V	Group

These activities are tailored to the needs of students. so that it is expected to support success in implementing character education for Pancasila student profiles. From these extracurricular activities, six dimensions of the Pancasila student profile are instilled in students, namely starting from Faith, piety to God Almighty, Global Diversity, Mutual Cooperation, Independent, Critical Thinking, to the creative dimension.

Extracurricular activities can also be a bridge to meet the needs of students and develop the potential that exists within them which has unique characteristics between one student and another. Many variants of extracurricular programs are offered at SD Muhammadiyah 1 Surakarta. However, students who take part in these extracurricular activities adjust to their needs, such as in Class I there are no extracurricular debating activities. Because it is not in accordance with the development of students.

Furthermore, the cultivation of life values that shape character is not only in the delivery of material in the classroom. However, it can be done outside the classroom in this case is an extracurricular activity. Activities carried out outside the classroom have the privilege that students get values from concrete experiences, the formation of values will directly be embedded in the minds and souls of students. involvement of students in finding values through extra-curricular activities will be more fun and deep (Zubaeidi, 2011) Extracurricular is an activity outside of the subject that functions in helping the development of students according to their needs, interests, talents, and potential through activities that organized by educators or educational institutions (Maryati, 2007).

3.3 Independent Curriculum Character Education Through Co-Curricular Activities

In this independent curriculum, a breakthrough made by the government in an effort to instill character in students is to design a project to strengthen the Pancasila student profile which is included in co-curricular activities. This is based on the Ministry of Education and Culture No. 56/M/2022, the Pancasila student profile strengthening project is a project-based co-curricular activity designed as an effort to strengthen competency achievement and in accordance with the Pancasila student profile whose preparation is based on graduate competency standards. The implementation of the Pancasila student profile strengthening project is carried out flexibly in terms of content, activities, time and place of implementation. Classes that carry out independent curriculum character education through the Pancasila student profile strengthening project are class I in the low class and class IV in the high class. This activity is scheduled by the school to be held every Wednesday and Friday. independently and has nothing to do with the learning outcomes of students in learning activities in the classroom.

The Pancasila student profile strengthening project is one of the means to achieve the Pancasila student profile. As a process of giving knowledge to students directly, as a form of developing or strengthening the character of students from the learning process in the surrounding environment. The strengthening of the Pancasila student profile project is designed as a means to optimize students to become competent, lifelong students who have character and behave in accordance with Pancasila values (Kemendikbud, 2022).

The Pancasila student profile strengthening project is a cross-disciplinary learning process in observing and finding solutions to problems in the surrounding environment which aims to strengthen the competencies in the Pancasila student profile. as well as the Pancasila profile strengthening project carried out at SD Muhammadiyah 1 Surakarta carried out in the classroom, or in the school field according to the material and needs of students.

3.4 Independent Curriculum Character Education Through Culture In The School Environment

Table 2. Character Education Activities through culture in the school environment

No	Value	Kegiatan
1	Religious	praying dzuhur in congregation, praying together after prayer, tahfidz activities before learning activities begin.
2	Discipline	in queuing when you want to wash dishes, buying snacks in the school canteen, praying at the right time.
3	Discipline	Dispose of food waste by yourself, wash your own cutlery

If referring to the character profile of Pancasila students, the values that are instilled through the culture in the school environment can be included in each or in line with the dimensions of the Pancasila student profile. Gunawan (2012) states that character education through culture in schools can be carried out through routine habits. The school culture is carried out continuously so that it is embedded in students so that they form a strong character in harmony with the values of Pancasila.

4. CONCLUSION

From the presentation of the research results, it can be concluded that there are four categories in character education through an independent curriculum at SD Muhammadiyah 1 Surakarta, namely: Independent curriculum character education through intracurricular activities, Independent curriculum character education through extracurricular activities, Independent curriculum character education through co-curricular activities which include Project strengthening the Pancasila Student

Profile, Character education of an independent curriculum through culture in the school environment.

From the results of this study, it is hoped that it can become a treasure and a new reference for educators in implementing character education. In addition, further researchers are expected to be able to develop research related to character education through this free learning curriculum that can answer new challenges after the pandemic.

Acknowledgments: The researchers would like to thank those who have helped in this research, the principal, vice principal, teachers, and students of SD Muhammadiyah 1 Surakarta who have been willing to assist researchers in collecting research data. Also, the researcher would like to thank those who have provided guidance, motivation, and prayers so that this research can run smoothly.

Conflict of Interest: The authors declare that there is no conflict of interest in the authorship of this article that may affect the representation or interpretation of the research results reported.

REFERENCES

- Basri. (2021). "Nilai-Nilai Transedental Dalam Pancasila Sebagai Kepribadian Bangsa Indonesia (Perspektif Dari Seorang Muslim)." *Pamali: Pattimura Magister Law Review* 1(2):114– 120. doi: <https://doi.org/10.47268/pamali.v1i2.620>.
- Basri, Kurniaty, Y., & Krisnan, J. (2021). Nilai-Nilai Transedental Dalam Pancasila Sebagai Kepribadian Bangsa Indonesia (Perspektif dari Seorang Muslim). *Pamali: Pattimura Magister Law Review*, 1(2), 114– 120. <https://doi.org/10.47268/pamali.v1i2.620>.
- Bruno, L. (2019). Pengaruh Kemandirian Belajar Dan Bimbingan Belajar Terhadap Kemampuan Memahami Jurnal Penyesuaian Pada Siswa SMA Melati Perbauangan. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>.
- Danti Rahmasari, Ishaq Nuriadin (2022) Pengaruh Model Make A Match pada Topik Bangun Datar terhadap Kemampuan Berpikir Kritis Siswa di Sekolah Dasar, *Jurnal Basicedu* 6(5) 7815 – 7821. <https://doi.org/10.31004/basicedu.v6i5.3604>
- Covey. (1997). *The 7 Habits of Highly Effective People*. Jakarta: Bina Rupa Akasara.
- Jojo, A., Sitohang, H. (2022) Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *EDUKATIF: Jurnal Ilmu Pendidikan*, 4(4), 5150 - 5161. : <https://doi.org/10.31004/edukatif.v4i4.3106>
- Maryati. (2007). *Tanya Jawab Tentang Pengembangan Diri Di Sekolah*. Semarang: CV Ghiyas Putra
- Narimo, S., & Sanusi, M. (2020). Budaya Mengintegrasikan Karakter Religius Dalam Kegiatan Sekolah Dasar. *Jurnal Varidika*, 32(2), 13–27. <https://doi.org/10.23917/varidika.v32i2.12866>.
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639–3648. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Sari, Z. A. A., Nurashiah, I., Lyesmaya, D., Nasihin, N., & Hasanudin, H. (2022). Wayang Sukuraga: Media Pengembangan Karakter Menuju Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3526–3535. <https://doi.org/10.31004/basicedu.v6i3.2698>.
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639– 3648. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639– 3648. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Wahyuningsih, S., Zuchron, D., & Purnawinarni, E. (2021). *Tunas pancasila sebagai duta profil pelajar pancasila di sekolah dasar*. Direktorat Sekolah Dasar, Kemdikbud.
- Zubaedi (2011). *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam lembaga pendidikan*. Jakarta: Kencana.