



UNDERSTANDING THE ROLE AND FUNCTION OF STUDENT DEVELOPMENT AS AN EFFORT TO IMPLEMENT CHARACTER EDUCATION VALUES IN THE CURRICULUM

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Abstract

This article aims to determine the role and function of student development as an implementation of character education values, especially in elementary schools. To make it easier to form, character cultivation must begin to be given to students from an early age. In its implementation, we can use ways of linking learning and approaches where students act as subjects in it. It is necessary to carry out an assessment in every lesson in the classroom or surrounding environment, to be able to see whether the character education implemented is successful or not. Where the teacher is the person most expected in this character education. Therefore, teachers should have adequate experience and knowledge about the values of character education. Education is guidance given by adults to immature children to achieve a goal, namely maturity. Educational efforts concern human conscience, values, feelings, knowledge and skills. Only humans can be educated and receive education because humans are equipped with reason. Student development is a science that studies behavior from childhood through adolescence to adulthood. The theory of student development is divided into several parts, 1) behaviorist theory, namely the process of development through stimulation and response. Stimulus-response means behavior that is controlled by rewards and reinforcement from the environment. 2) cognitive theory, namely the process of development through memory and knowledge. According to Piaget, cognitive development is divided into several stages, namely the sensory stage which starts from the age of 0-2 years and develops through the sensory system (senses). Then in the preoperative stage which starts from the age of 2-7 years the development is through an increasingly active and developing mindset. The third stage is concrete operations starting from the age of 7-11 years, its development is characterized by starting to work using concrete (real) objects. The final stage, namely formal operations, begins at the age of 11 years and above, at this stage teenagers think in a more logical and idealistic way.

Keywords : Student Development, Character Education, Curriculum

Introduction

According to a pedagogical expert from the Netherlands, Langeveld, the definition of education is guidance given by adults to immature children to achieve a goal, namely maturity. Educating and education are two things that are related. The definition of education itself means carrying out an action in the form of providing education to other parties. According to Ki Hajar Dewantara, education is guiding all the natural strengths that exist in children so that they as humans and as members of society can achieve the highest safety and happiness. Educational efforts concern human conscience, values, feelings, knowledge and skills. Only humans can be educated and receive education because humans are equipped with reason. Meanwhile, animals are not uneducated and cannot be educated, so it is impossible for them to be involved in the educational process. In article 3 of Law no. 20 of 2003 concerning the National Education System (SISDIKNAS) states that "National education functions

to develop abilities and shape the nation's character and civilization which is useful in order to make the nation's life more intelligent, aimed at developing students to become human beings who have faith and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.” It was explained that education, including educators, are experts who have the obligation to teach and develop students in accordance with the goals achieved. In carrying out these duties, educators not only teach knowledge but also develop and pay attention to the formation of students' personalities so that they become better individuals. and be able to instill the qualities of character that should exist in individual students. To be able to produce successors who have character and morals, character education in educational institutions is something that must be done. The family environment is the first and most influential environment on student development, because it is in this environment that children are born, grow and develop. Parents are the first teachers for children, where parents are the first to teach children to pronounce words and teach them how to socialize well in the surrounding environment. The role of schools is also very important in producing and building the character of students, which involves school principals, educators and other school residents. When a child enters school, a relationship between the two objects of home and school is established with the same goal, namely to educate the child. According to a survey in 33 provinces in 2008, as many as 63% of teenagers admitted to having casual relations before marriage. In 2011 there were 30 cases of juvenile delinquency, and in 2012 there were 41 cases, this shows that national education goals have not been achieved. Imam Al-Ghazali said that the goal of Islamic education is worship and devotion to Him. Education is a transfer of knowledge, transfer of values and transfer of culture and transfer of religion which are hopefully directed at efforts to humanize humans. In realizing these educational goals, there is a need for good communication and cooperation between the environment and the school, namely parents and teachers. The essence of this educational process is an effort to change the behavior of individuals or groups so that they have agreed values based on religion, philosophy, ideology, politics, economics, social, culture and defense and security. Based on these problems, character education is a definite thing. Therefore, in 2010 the character education curriculum was added to the education curriculum by the Ministry of National Education. This is because the character of the nation's children cannot be seen in their daily lives, and character can be formed from changes in the way they view themselves and their surrounding environment.

Research Methodology

Based on the issues studied, this research includes library research with a qualitative approach, that is, there is no quantitative data calculation. Discussions and information collected clearly through print media such as books, also utilizing technology such as ebooks and various journals related to the discussion as supporting sources, are classified based on research formulas. Focus on library research with a qualitative approach, drawing on the main literature discussed in books and literature on character education and educational development. The data collection method used is the documentation method, namely in the form of books, magazines, journals and others, using descriptive analysis techniques.

Result & Discussion

Student Development

Student development is a science that studies behavior from childhood through adolescence to adulthood. In essence, A student is someone who in the learning process acts as an object whose development and growth are carried out based on their respective circumstances (Abuddin Nata 2005). There are many factors that can influence student development, including: 1) physical factors, namely health factors and physical disabilities, 2) psychological factors which include intelligence, talent readiness and interests, 3) environmental factors which include family, community and school environments. As an educator, We really need to know the characteristics of student development, because this can be used as a reference in determining the learning strategies that will be provided. Some of the ways that we as individuals can understand the character of students is by recognizing the character of students, seeing the development of students as learning takes place, carrying out good communication by being able to listen and giving advice on what complaints the students are facing. In facilitating this development, an educator must understand the conditions and needs that students need in the learning process, an educator also needs to ask questions to find out the extent of their students' understanding in learning. Getting used to activities inside and outside school also has a big influence on the development of students' character. When students' character and personality are not used as a reference in learning, what happens is that students will find it difficult to understand the learning and feel bored and may even dislike the learning provided by the teacher. The theory of student development is divided into several parts, 1) behaviorist theory, namely the process of development through stimulation and response. Stimulus-response means behavior that is controlled by rewards and reinforcement from the environment. 2) cognitive theory, namely the process of development through memory

and knowledge. According to Piaget, cognitive development is divided into several stages, namely the sensory stage which starts from the age of 0-2 years and develops through the sensory system (senses). Then in the preoperative stage which starts from the age of 2-7 years the development is through an increasingly active and developing mindset. The third stage is concrete operations starting from the age of 7-11 years, its development is characterized by starting to work using concrete (real) objects. The final stage, namely formal operations, begins at the age of 11 years and above, at this stage teenagers think in a more logical and idealistic way.

Character Education

Character education is not a process of memorizing material and techniques for answering it. But You need to get used to it, get used to doing good things and be honest, don't be lazy and get used to living a clean life. Because character is not formed directly but must be trained in order to form an ideal character. To educate children to become individuals who like cleanliness, we must habitually live cleanly and provide understanding, this is an efficient way to educate a person's character. Education in Indonesia is currently not good, fundamental problems in education still cannot be resolved. Where it is not possible to release alumni who are professional and have character in accordance with the national education law.

Table of Values and Description of Character Education Values

No.	Mark	Description
1.	Creative	The ability to discover and create something new that is different from what has existed before.
2.	Discipline	Obedient and obedient to what has become his responsibility, which arises from awareness and encouragement from within.
3.	Responsibility	Actions in carrying out all duties and obligations seriously.
4.	Independent	Doing something without depending on other people to complete it.
5.	Honest	Behavior that is based on facts and can be trusted in its actions.
6.	Communicative	Able to convey messages well.
7.	Social care	Attitudes and actions of providing assistance to people in need.

The government's 2005-2025 RPJPN makes character education the main thing that must be improved in national development. That is why a learning process related to character is very necessary for students. Not just the results but what is gained from learning that is directly related to students. If it is not implemented well, character education will not bring useful results. In the classroom, character education uses action methods, so currently character education is needed which is related to learning so that it can optimize the development of all dimensions of children, namely cognitive, physical, psychomotor, social, emotion, creativity, and spirituality. When children can learn to solve problems at their current age, we also indirectly help them to survive in the future.

Conclusion

In general, human development has different roles and functions. Therefore, an educator must be able to provide appropriate education to his students, because it is during this period of development that students' characters begin to be formed. So that in the future you can become an even better person. The concept of the approach must also be given more attention because it is not only the knowledge aspect that will be formed, but other aspects such as attitudes and behavior must also be developed as well. The teacher is responsible for what happens because he is the person responsible for managing all the administration of his students. Teachers who understand and want to understand the attitudes of their students are one of the characteristics of a professional teacher.

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