

International Journal of Students Education



Page 491-495

ISSN 2988-1765

Vol 1 No 2 2023

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

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Abstract

The aim of this research is to introduce the concept of the role and function of student development as an effort to implement the value of character education in the curriculum. This research uses a literacy study method. The results of the study, character education essentially aims to form a nation that is strong, competitive, has noble character, morals, tolerance, mutual cooperation, patriotic spirit, dynamic development, science and technology oriented, all of which are imbued with faith and devotion to God Almighty based on Pancasila. Based on the results of the analysis, it was found that character education functions (1) to develop basic potential to have a good heart, think well and behave well, (2) strengthen and develop the behavior of a multicultural nation, (3) increase the civilization of a nation that is competitive in world relations. So the results obtained are that character education efforts are carried out in children from an early age through various media including the family, civil society education units, government society, the business world and the mass media.

Keywords : Student Development, Character Values, Education Curriculum

Introduction

Education is one of the significant factors in human life. The educational process spans human life from birth to death. Education can take place anywhere, whether at home, at school, or in the surrounding area. Law Number. 20 of 2003 concerning the National Learning System states that "Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble character, as well as the skills needed by himself, society, nation and state". Education aims to develop students' participation abilities so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. (Nurul Fajri, 2021, p. 2). Education is part of efforts to improve welfare, because education is closely and directly related to the field of life and human life, so education is very important. Education is also a process of influencing students to be able to adapt as best as possible to their environment, which will give rise to positive traits in them that function in society. Educational implementation strategies are implemented in the form of guidance, teaching and training activities. Guidance is providing assistance, direction, motivation and advice. Teaching is a form of activity in which there is an interaction relationship (teacher/instructor) and students to develop in accordance with educational goals. Training is the same as teaching, especially to develop certain skills. Education has a strategic role as a means of *human resources* (human resources) and *human investment* (human resources), apart from aiming to foster and develop a better life, education has also clearly colored and become rules and ethics in the process of empowering national identity. The objectives of national education as stated in Law No. 20 of 2003 concerning the Human Education System (SISDIKNAS) aims to develop the potential of students to become human beings who believe in and are

devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens. (Heri Cahyono, 2018, p. 48)

Based on the goals of national education, it shows that basically the formation of character values is the main goal of national education. With this aim, it is hoped that all actions and activities in education will lead to the development of students' character. Education is also viewed from a theoretical perspective as part of culture. An absolute formulation regarding education will be difficult to find and accept considering that cultures are very diverse. Likewise, the impact of education can be seen as supporting progress and change if the change can lead to a better situation than before, and it can also have a negative impact if the education provided is contrary to what is expected. Education is essentially "influence", guidance from adults to children who are immature, independent and have a complete and mature personality. Education is also defined as conscious guidance and leadership by teachers towards the physical and spiritual development of students towards ultimate personality. (Edison, 2019, p. 67). The curriculum is also a very basic factor in the educational process, so the implementation of learning requires an educational guideline, so the implementation of learning requires a guideline as a reference in the educational process, namely the curriculum. This curriculum is a tool for achieving educational goals and at the same time as a guideline for implementing teaching at all types and levels of education. The educational curriculum has been prepared in such a way by education experts with the aim that the results achieved are such that the results achieved are in accordance with the goals that have been set. And functionally the curriculum is an important tool in the learning process.

Research Methodology

The type of research used is the literacy study approach method. Literacy study research data was obtained from several sources and various data collection techniques, such as from libraries and the internet.

Result & Discussion

Character Education Management Planning in the Moral Development of Students

With planning based on a balance between knowledge and morals, students are expected to have praiseworthy and noble personalities. It can be expected that the higher a person's knowledge and education, the higher their morals and personality will be. To make this happen, the school is planning several things, namely: planning character development by managing the curriculum, such as the syllabus and lesson plans, and integrating character into every other subject, even one of the fields of study that is directly related to character is the subject of Aqidah Akhlak, and the field of -Other fields are also considered to support character-based education, namely, Islamic Cultural History, PPKN and so on, so that students have a responsible, independent, honest spirit, are blasphemous towards religious teachings, and have tolerance between others.

Evaluation of Character Education Management in Moral Development

Evaluation of character education includes control and summative evaluation. Control is understood as an assessment of the process of implementing character education. In learning, the assessment process is referred to as formative. This assessment is a critical factor in the success of effective learning. Summative evaluation determines the achievement of the competencies determined. The evaluation is used to control the character education process so that each achievement can be identified; and to determine the achievement of the established criteria. According to (Fadil Yudia Fauzi, 2013, p. 6) With character education that is implemented systematically and continuously, students will have emotions. This is an important provision in preparing children to face the future, because someone will find it easier and more successful to face all kinds of things in life. , including the challenges of succeeding academically. According to Megawati, there are three important aspects in children's character education that must be met, namely maternal bonding (psychological attachment to their mother), a sense of security, and physical and mental stimulation. These three aspects are very important in forming children's character in the environment. So character education is greatly influenced by citizenship education, where citizenship education has an important role in character formation. Because citizenship education covers all character points. Character points included in citizenship education are character, morals and norms. The aim of forming the character of students is to create a person who is moral, virtuous, moral and obedient to the rules, both implicit and explicit. This character formation has been carried out since childhood. Not only in schools, but also in families, character education has been implemented, so that later children will have quality personalities, as expected. Through character education, students are expected to be able to independently increase and use their knowledge, study and internalize character values and noble morals so that they are manifested in their daily behavior and their character must also be built in relation to the environment. Among the important characters

related to the environment that must be developed in students is the character of social and environmental care. According to (Ezra Tari, 2020, pp. 1-2) Student development is part of the pedagogical competence that teachers must have to actualize the various potentials possessed by each student. Students in the 21st century are now known as the modern technological century. With all the facilities available, it was known to be very sophisticated starting in the 1980s. For example, the use of computers, up to the use of communication technology such as *cellphones*, has now been used in remote villages. These technological advances provide benefits to human work that is more effective, efficient, easier and faster. On the other hand, for human resources who are unable to use digital technology properly and correctly, life changes for the worse.

The duties of teachers in the digital era are: (1) the main duties of a teacher are divided into 3 parts, namely: professional/professional duties, humanitarian duties, and social duties., (2) the role of teachers is grouped into 4 types, namely: the role of teachers in the learning process. teaching, the role of the teacher in administration, the role of the group as a person, and the role of the teacher as scientific: (3) professional teacher competence is differentiated into 4 competencies, namely: personality, pedagogical, professional and social competence., (4) teacher responsibility is called gorikan in There are 5 types, namely: intellectual responsibility, professional, social, spiritual morals, and personal responsibility. According to (Nantara, 2022, p. 2253) As time goes by, education that is only based on *hard skills*, namely producing graduates who only have academic achievements, must begin to be addressed. Now learning must also be based on the development of *soft skills* (social interaction) because this is very important in forming the character of the nation's children so that they are able to compete, be ethical, have morals, have good manners and interact with society. *Soft skills* education relies on metallic coaching so that students can adapt to the realities of life. A person's success is not determined solely by technical knowledge and skills (*hard skills*) , but also by the skills to manage oneself and others (*soft skills*) . The goal of character education is to instill values in students and renew the way of life together that better respects individual habits. Apart from that, improving the quality of implementation and outcomes of education in schools which leads to achieving the formation of character and noble morals in a complete, integrated and balanced manner in accordance with graduate competency standards. The character education values developed through educational units have been identified as 18 values. The implementation of character education in educational units has identified 18 values originating from religion, Pancasila, culture and national education goals, namely: (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Hard work; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) National Spirit; (11) Love for the Motherland; (12) Rewarding Achievement; (13) Friendly/Communicative; (14) Love of Peace; (15) Likes Reading; (16) Care for the Environment; (17) Social Care; (18) Responsibilities. According to (Sire, 2016, p. 5) According to Law no. 20 of 2003 concerning the national education system, it is stated that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. that is needed by himself, society, nation and state. Character education is character education plus, that is, it involves aspects of knowledge (cognitive), feelings (feeling) and action (action). Without these three aspects, character education will not be effective and its implementation must be carried out systematically and continuously and be able to distinguish one from another. With character education, a child will become emotionally intelligent.

Meanwhile, according to (Febri Yamiko, 2015, p. 81) the character education planning process that will be implemented in the guidebook for implementing character education (2011) explains that schools must carry out a context analysis of the conditions of the educational unit, prepare a school action plan unit, create a planning and implementation program character education as well as including the main characters, and making conditioning plans. It is stated in the guidebook for implementing character education issued by the Ministry of National Education (2011) that self-development is a framework for developing students' character education which includes the development of school culture as a center for learning activities. According to (Taufiqur Rahman, 2019, p. 10) The implementation of character-based education in schools is described as a movement carried out by school principals/teachers/staff towards various aspects that have been planned through a coaching model carried out by schools and educators for students both in subjects and outside subjects, *stakeholder efforts* in transforming values to students. These activities are carried out through integration in courses, through integration in subjects, through self-development activities in extracurricular activities, and in routine activities, spontaneous activities, role models, and conditioning through daily school culture. Assessment of character development in the learning process uses observation as an instrument to collect data about students' learning experiences within the framework of character education. The results of this assessment are not *judgmental in nature*, but rather a description of the student's character development. These data are used to provide a more comprehensive picture of students. Discussions about student character development are carried out in teacher meetings, related to learning outcomes

(judiciary), school program evaluation meetings, and meetings with foundations. Character education is the process of providing guidance to students to become complete human beings with character in terms of heart, mind, body, as well as feelings and intentions. The implementation of PPK in Intracurricular activities as intended in article 6 paragraph (1) letter a is the strengthening of character values through activities to strengthen learning materials, learning methods in accordance with curriculum content based on statutory provisions. The impact of the revision of the 2013 curriculum which requires PPK interaction in tools and learning. In the learning process, the teacher is an educational resource and also the main actor in the learning process. For this reason, a teacher's creativity is always the main thing in learning. Rapid changes in information technology and learning technology are not an obstacle for teachers as the main source and actor of education, but are a challenge that demands creativity and higher professional competence of teachers. (Hasim, 2014, p. 269).

According to (Wartoyo, 2016, p. 74) character education as a process of interaction between students and the educational environment will be difficult to know the level of success if it is not linked to evaluation of results. Whether the child has an "honest" character or not requires an evaluation. So evaluation for character education means a process for assessing a child's ownership of a character which is carried out in a planned, systematic, systemic and directed towards clear goals. According to (Nurchaili, 2010, p. 236) Character education is very important to instill as early as possible, because with good character we do things that are appropriate, good and correct so that we can take part towards success in life, harmony between people and be in the corridor of behavior. the good one. On the other hand, if we violate, we will experience uncomfortable things, from the light, such as being disliked or not respected by other people, to the serious, such as breaking the law. According to (Achmad Dahlan Muchtar, 2019, p. 53) The character values that are imbued with the Pancasila principles in each of these parts can be stated as follows: (1) Character that originates from the heart includes faith and piety, honest, trustworthy, fair, orderly, orderly, responsible, empathetic, brave to take risks, never give up, willing to make sacrifices, and have a patriotic spirit. (2) Characters that originate from thinking include intelligent, critical, creative, innovative, curious, productive, science and technology oriented, and reflective. (3) Characters originating from sports/kinesthetics include clean and healthy, sporty, tough, reliable, resilient, friendly, cooperative, determinative, competitive, cheerful and persistent. (4) Characters that originate from feelings and intentions include humanity, mutual respect, mutual cooperation, togetherness, friendly, respectful, tolerant, nationalist, caring, cosmopolitan (global), prioritizing the public interest, love of the homeland (patriotic), proud use Indonesian language and products, be dynamic, work hard and have a work ethic. According to (Resty Fauziah, 2021, p. 6360) The internalization of character values cannot be separated from the teacher's efforts in planning learning, this is because one of the most important elements in preparing a learning plan shows the professional abilities of an educator, planning is the teacher's activity in preparing his needs. Before carrying out learning in class in the form of preparing teaching tools such as syllabus, Learning Planning Plan (RPP) and learning media, these tools have been analyzed first by the teacher regarding the value content contained in the material to be taught, for this reason it needs to be prepared carefully before implementing the learning. in the classroom.

Conclusion

Based on the results of the research and discussion, it can be concluded that education is part of efforts to improve welfare, because education is closely and directly related to the field of life and human life, so education is very important. Education is also a process of influencing students to be able to adapt as best as possible to their environment, which will give rise to positive traits in them that function in society. Education has a strategic role as a means of *human resources* (human resources) and *human investment* (human resources), apart from aiming to foster and develop a better life, education has also clearly colored and become rules and ethics in the process of empowering national identity.

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