



ANALYSIS OF INSTALLATION OF SOCIAL COMPETENCE CHARACTER IN THE 2013 CURRICULUM

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Abstract

This study aims to describe the implementation of the 2013 curriculum in instilling student character education, and the results achieved by class students in shaping students' spiritual and social attitudes. The research uses a descriptive qualitative approach, with research subjects as school principals, class teachers, students, and students' parents. For data collection, the method of observation and literature review was used. The validity of the data is measured by making observations, continuous observations, checking the adequacy of reference materials, and with colleagues through discussions. Data analysis was carried out with data reduction steps, and drawing conclusions. The following research conclusions are obtained: 1) The curriculum model implemented by Medan City Public Elementary School refers to the Ministry of National Education curriculum. 2) The process of instilling character education into the attitudes and behavior of class students Using the approach: solicitation, and habituation, the process of emotional awareness, discipline and enforcement of rules. The methods used include: exemplary, lectures and advice, questions and answers, parables and satire, assignments, demonstrations, habituation and direct experience. The atmosphere of learning interaction is built in a democratic atmosphere and on the basis of affection. 3) The curriculum model and the process of instilling character education in the formation of students' spiritual and social values are proven to be able to shape students' attitudes and behavior. In a spiritual attitude students are able to appreciate and live up to the teachings of the religion they adhere to, in a social attitude students are able to appreciate and live up to honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy.

Keywords : Character, Social Competence, Curriculum.

Introduction

The purpose of education is written in Law no. 20 of 2003 concerning the National Education System which discusses increasing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The development of science, technology, communication and telephone lines has resulted in changes in various aspects of life, including in the field of education. As a result of the development of technology, social behavior, ethics and culture that have been preserved from generation to generation can be clamped down. The fading of moral values has been replaced by pragmatic values, which is a manifestation of the effects of technological developments. This happens because technology prohibits goals that are evaluated instantly regardless of the prevailing ethics and culture.

This also applies to the world of education when technology has become the prima donna among students so that ethics and manners have been ignored, all can use existing technological developments. Ethics and basic education are interrelated, a person who has education will be seen from the way and lifestyle that shows polite and polite words and traits. Education is meant to help students to develop their human potentials. The potential of humanism is the possibility of seeds to become human. Talking about character education, character comes from

the Greek language which means "to mark" to mark and focus, how to apply good values in the form of action or behavior. According to Wilhem, character can be measured corresponding to the individual's compliance to a behavioral standard or the individual's compliance to a set moral code.

Character represents a person's identity which shows his submission to rules or moral standards and is manifested in action. Character is composed of three interrelated parts, namely: moral knowing (moral knowledge), moral feeling (moral feeling), and moral behavior (moral behavior). Good character consists of knowing the good (knowing the good) and doing good (doing the good). In this case, it takes habituation in thought (habits of the mind), habituation in the heart (habits of the heart) and habituation in action (habits of the action). When we think about the genius of character that we want to instill in children, they are able to assess what human rights are, care deeply about what human rights are, and then act on what is believed to be human rights.

According to Ki Hadjar Dewantara, the actualization of character in the form of behavior is the result of a combination of biological characters and the results of relationships or interactions with their environment. Character can be formed through education, because education is the most effective tool to awaken individuals to their human identity. With education, human qualities will be produced that have the refinement of mind and soul, have the brilliance of thought. According to William & Schnaps defines character education as "Any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, valued and responsible". The meaning of character education is the various efforts made by school personnel, even those carried out together with parents and community members, to help children and youth to become or have a caring, opinionated and responsible attitude. According to Raharjo, character education is defined as a holistic educational process that connects the moral dimension to the social realm in the lives of students as a foundation for the formation of a quality generation that is able to live independently and has principles of truth that can be accounted for.

Character and attitude are very closely related, Ahmadi explained that attitude consists of: 1) a positive attitude, namely an attitude that shows or shows, accepts, acknowledges, approves, and implements the norms that apply where the individual is located, 2) a negative attitude, namely an attitude which shows or shows, denial or disapproval of the norms that apply where the individual is located. This positive/negative attitude is of course related to the norm. Attitude stems from feelings associated with a person's tendency to respond to something/object. Attitude is also an expression of the values or outlook on life that is owned by a person. Attitudes can be formed, so that the desired behavior or action occurs. The attitude competency referred to in this guide is an expression of the values or outlook on life that is owned by a person and is manifested in behavior.

The 2013 curriculum divides attitude competencies into two, namely spiritual attitudes related to the formation of students who have faith and piety, and social attitudes related to the formation of students who are noble, independent, democratic and responsible. Spiritual attitude as a manifestation of the strengthening of vertical interaction with God Almighty, while social attitudes as a manifestation of the existence of awareness in an effort to realize the harmony of life. At the elementary school level, the spiritual attitude competency refers to KI-Appreciate and live up to the teachings of the religion one adheres to, while the social attitude competency refers to KI-2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation) polite, confident.

Research Methodology

The method used in writing this article is literature review. That is a literature search both international and national. The method used in this writing is a literature review which is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing works of research results and ideas that have been produced by researchers and practitioners (Rahayu et al. 2019). The library sources used in the preparation of the thesis with this literature review are through National and International Journal Websites such as Google Scholar, PubMeds, Science Direct, and Scopus.

Result & Discussion

With help education, character something nation could turned on return. According to Salim (2015:112) Education could turn on return favor character, which could made alternative for renew results maintenance education. Essence education score must embodied in all part education, so that results education created with balance Among ability cognitive, affective and psychomotor. By because that, government take step for introduce education character which reflect life nation with enter score education character to in curriculum. Curriculum Indonesia has a number of time experience change. The goal is for repair system education moment this until found program which Very effective for reach purpose education national. According to Syafa (2014: 86) the concept of the curriculum is graduate competence or student character which is packaged in the form of relationships with an

emphasis on character education, learning characters that emphasize scientific approaches and more detailed character assessments with an emphasis on process assessment.

According to Constitution Number 20 Year 2003 about System Education National, curriculum is set plan and deal according to purpose, content, ingredients and method teaching, which used as guidelines in maintenance study teach for reach purpose education national. Curriculum 2013 emphasize approach scientific or approach scientific. Waseso mentioned (2018: 61-65) that the 2013 curriculum has an approach that is believed to be the parent of the development and development of students' attitudes, skills and knowledge. According to (Setiawan, 2013: 55) Character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the scope of the family, society and the State. Therefore, character is the value of human behavior (personality) which is closely related to God Almighty and is reflected in a person's unique character, habits, way of thinking and behavior.

As means formation character, urgent for described how development and characteristics curriculum 2013. Base philosophical curriculum 2013, Among other, that education rooted on culture nation and moment this develop in life and developmental life in period front. Besides that, education also is process inheritance and development culture. Education give student base for participate in development life contemporary. para student also could develop potency and teak self they.kindly academic, idea implementation education character give inspiration new for para educator, researcher, and professional education in Indonesia for more deepen draft and theory which related with education character. Character is price self somebody, which reflected in behavior daily in Public. Somebody own character when they worth good in eye Public.

Education character which applied in curriculum 2013 could developed more carry on in many Thing. Viewed from achievements learning, seen clear that curriculum 2013 emphasize on realm cognitive, affective, and psychomotor. Besides that, Ministry of Education and Culture formulate eight mercy score character. Score this based on four problem fundamental which typical nation Indonesia, that is religion, Pancasila, culture, and purpose education national. together with that, appear eight mercy character score religious, honest, tolerant, discipline, diligent, creative, independent, democracy, flavor want to know, spirit nationality, love land water, respect, friendship/communication, love peace, love read. , protection environment, concern social and not quite enough answer. According to Sultoni (2016: 193) the application of character education in schools is carried out by integrating character values into a number of subject aspects (including local content), learning activities, school culture and extracurricular activities.

Competence originate from language English that is competence which means prowess and ability. According to Dictionary Big Language Indonesia, draft competence is "strength for determine or decide something". Decision Minister Education General Republic Indonesia No. 045/U/2002 about Curriculum Education Tall state that "Qualification is set action intelligent full not quite enough answer which suitable for somebody as condition for noticed Public. .as capable do Duty in field profession certain. Social competence is a composite product of the effectiveness of meaningful interactions. Influence from within and from the environment can be a factor inhibiting and driving social competence.

Competence social is product cooperation Among source in self individual (cognitive, draft self, center change and temperament) and source in outside individual (interaction with family and environment), which strengthened by process study which achieved in time and the place for how . During individual experience interaction with people other. By because that, could explained that situation which different need characteristics behavior which different also. People which own Skills more from which other is when people the succeed behave in situation which different. Behavior which success when capable combine behavior in situation difficult.

Conclusion

Law No. 20 of 2003 concerning the National Education System which discusses increasing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. Ethics and basic education are interrelated, a person who has an education will be seen from the way and lifestyle that shows polite and polite words and traits. Therefore, the government is taking steps to introduce character education that reflects the life of the nation by incorporating the value of character education. into the curriculum. According to Syafa (2014: 86) the concept of the curriculum is graduate competence or student character which is packaged in the form of relationships with an emphasis on character education, learning characters that emphasize scientific approaches and more detailed character assessments with an emphasis on process assessment.

According to Law Number 20 of 2003 concerning the National Education System, curriculum is a set of plans and agreements according to objectives, content, materials and teaching methods, which are used as guidelines in organizing teaching and learning to achieve national education goals. According to (Setiawan, 2013: 55) Character

is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the scope of the family, society and the State.

Therefore, character is the value of human behavior (personality) which is closely related to God Almighty and is reflected in a person's unique character, habits, way of thinking and behavior. Academically, the idea of implementing character education provides new inspiration for educators, researchers and education professionals in Indonesia to further explore concepts and theories related to character education. Social competence is a product of cooperation between sources within the individual (cognitive, self-concept, center of change and temperament) and sources outside the individual (interaction with family and environment), which is strengthened by the learning process achieved in time and place related to education.

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