

## **Curriculum Management in Elementary Schools Based on Character Education**

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**Abstract:** The purpose of this study is to examine character education-based curriculum management in schools. The approach employed is a qualitative. Data gathering methods include interviews, documentation, observation, and a review of the literature. Data analysis was descriptive qualitative, using Miles and Huberman's theory, including data collection, data reduction, data presentation, and conclusion. According to the findings, curriculum management that focuses on accomplishment in line with student's character development may be carried out thoroughly and has an influence on the development of students' emotive, cognitive, and psychomotor elements. Curriculum management based on practice-based character education and habituation can provide educational institutions with a new option for executing educational activities.

**Keywords:** Character Education, Curriculum, Management

### **A. Introduction**

In this age of global competitiveness, attempts to increase the quality of human resources via education have become one of the most pressing concerns confronting all governments. As a result, quality education is required to increase human resource quality by stressing areas of competency that are based on and geared toward life skills (Sahronih, 2018).

In their research results, it recommends that the major approach for enhancing the quality of national education in 2020-2035 is to create future schools that have a secure atmosphere and make optimum use of technology. The preceding policy approach is not without justification, since in global competition, the struggle for a nation's future and existence is no longer determined by the availability of abundant natural resources, but rather by the supremacy of its human resources (Yasin, 2022).

Attempts to win global competitiveness through education will almost surely have a detrimental influence on the social order of life. Globalization has an indirect impact on the character of students and the quality of education in Indonesia (Listiana, 2021). One of the bad consequences is that pupils will be swept away by global currents and become disobedient, leading to juvenile delinquency (Raudoh, 2019).

The answer adopted is to train Indonesians who are not only tough and trustworthy, but also have a good character backed by productivity, creativity, and invention to compete in the industrial revolution age. 4.0 (Santika, 2021). According to Gabriel (2022), the educational process is still centered on cognitive achievements. Meanwhile, the emotive element of students, which is a societal provision, has not been fully established. As a result, character education and national culture must be cultivated in schools. As a result, character education aspires for students to become the nation's moral heirs, in order to promote a just, safe, and successful national existence (Kezia, 2021).

Thus, character education is not only vital, but must be implemented by every nation if it is to become civilized. Many evidence demonstrate that modern nations are advanced not because of enormous natural resources, but rather because of superior values such as honesty, hard effort, and responsibility. Character education is education that is used to form one's personality (Gunawan, 2012). As a result, education without character will only allow people to grow somewhat, becoming brilliant and cunning but lacking in humanity (Kusdani, 2021). To make this happen, a curriculum that can be used as part of attempts to develop character-based education is required.

According to Wiyani (2012), a successful curriculum must express the school's vision, mission, and goals, which demonstrate a dedication to character education. Effective and efficient curriculum management is required to accomplish the intended goals and objectives. The empowerment of the curriculum via effective and efficient administration in accordance with the intended aims influences the curriculum's success. If management ideas are not adequately incorporated in education, the present curriculum becomes deafeningly silent and buried in mystery (Wahyudin, 2014). As a result, curriculum management in educational units is anticipated to highlight the opening of new spaces with value for all education stakeholders, and to offer more value on an ongoing basis to what educational institutions and students require in the future (Ahmadi, 2013).

This study was carried out at SD Negeri 1 Jejawi, Jejawi District. Based on preliminary observations from June 12 to June 20, 2022 at SD Negeri 1 Jejawi, it is possible to conclude that SD Negeri 1 Jejawi is one of the public elementary schools in Jejawi District, Ogan Komering Ilir Regency, South Sumatra Province. SD Negeri 1 Jejawi is a school that has long incorporated the growth of character values into every learning activity with the goal of SD Negeri 1 Jejawi students not only receiving academic teachings but also growing values in every learning activity. Personality has a character value.

SD Negeri 1 Jejawi's commitment includes making the school a child-friendly environment in which SD Negeri 1 Jejawi gives as much creative space for children as possible while reducing pressure on students as much as feasible. Character education is used to improve the learning process and activities in schools, making them more child-friendly.

SD Negeri 1 Jejaw, via its principal, is dedicated to establishing strong school governance and molding pupils into character-driven individuals. Character education-based curriculum management is implemented in SD Negeri 1 Jejaw by incorporating character values into every school activity. This is done with the goal of developing character through habituation. Another character education activity is to promote student compliance and responsibility in following school regulations and keeping cleanliness as part of a school-wide effort to include character education into school activities.

### **Curriculum Management for Character Education**

Management is the process of planning, organizing, directing, and overseeing the work of organizational members and resource users in order to achieve the specified organizational goals. According to Fayol (2010), management principles include 1) division of labor; 2) authority and responsibility; 3) discipline; 4) unity of command; 5) unity of direction; 6) centralization; 7) hierarchy; 8) orders; 9) initiatives; and 10) openness, which is the most important factor in maintaining the organization's integrity. According to Terry (2014), the management role is separated into four parts: planning, organizing, acting, and controlling.

Thus, management is the act of planning, organizing, directing, and overseeing inside an organization in order to effectively and efficiently achieve organizational goals. Managers employ these functions to optimize resource utilization, combine them into one, and transform them into outputs. Managers can maximize resource use and coordinate task implementation to achieve goals by performing these management duties.

The curriculum is the full educational program as well as a collection of plans supplied by educational institutions about objectives, content, and learning materials, as well as the techniques utilized as instructions for structuring learning activities to meet certain educational goals. Curriculum management, on the other hand, is an activity that comprises planning, implementation, and curriculum assessment (Mulyasa, 2013). Curriculum management is an activity that comprises planning, execution, and assessment to enhance the quality of teaching and learning interactions in order to support the attainment of teaching objectives (Lazuardi, 2017).

Character education-based curriculum management is a curriculum management approach that focuses on establishing character as a means of attaining curricular objectives. Characters are psychological qualities, morals, or behaviors that set one person apart from another. Character is described as a person's disposition in morally reacting to events (Lickona, 2003). Character is comprised of a set of attitudes, actions, motives, and abilities (Naim, 2008).

Thus, character education curriculum management is curriculum management that may form students' personalities through its functions of creating, administering, and assessing curriculum. Curriculum management based on character education may alternatively be defined as the incorporation of character values into curriculum implementation. Because enhancing character education requires integrating,

deepening, expanding, and aligning numerous initiatives that have been undertaken thus far. In this regard, integration can take the form of guiding classroom activities, outside the classroom at school and outside of school, guiding intra-curricular, co-curricular, and extra-curricular activities, while simultaneously involving school members, families, and the community; deepening and expansion can take the form of adding and intensifying activities aimed at developing students' character, which include attitudes such as the desire to do the right thing.

## **B. Methods**

The descriptive qualitative technique was used in this study, which was done at SD Negeri 1 Jejawi. The primary informants were school administrators, teachers, and students from SD Negeri 1 Jejawi, Jejawi District, OKI Regency. Data collecting methods include interviewing, observing, and documenting. The purpose of this study is to examine and document the character-based curriculum management process at SD Negeri 1 Jejawi in the Jejawi District.

Qualitative data analysis is used in data analysis. According to Moleong, (2014), qualitative data analysis is an effort performed with data, such as organizing it, dividing it into manageable pieces, synthesizing it, looking for and identifying patterns, determining what is essential and what is learnt, and what may be shared to others. The research stages are theoretical in nature (Miles and Huberman, 2013). The preliminary step of data collecting, we obtain all data at this step utilizing predefined data gathering approaches, such as interviews, documentation, and observation techniques.

Data reduction is the second stage. We summarize or search for key points in the data collected. As the amount of data collected in the field grows, we must concentrate on the key issue. The third stage is data presentation, in which the accumulated data is displayed methodically. The last stage is drawing conclusions and validating the findings, which are then described in the form of a report.

## **C. Results and Discussion**

### **Results**

Curriculum management is prioritized in SD Negeri 1 Jejawi in order to achieve the school's vision and goal. As a result, the curriculum management scope, which includes curriculum development, organization, implementation, and evaluation, is focused toward fulfilling the school's goal.

### **Character-Based Curriculum Planning at SD Negeri 1 Jejawi**

Curriculum planning is the initial aspect of curriculum management. The curriculum of Jejawi 1 Public Elementary School was developed in accordance with the school's vision, which aims to produce great pupils with faith and piety. Character qualities, such as piety, discipline, independence, mutual collaboration, and a sense of nationalism, are crystallized in character education-based curriculum planning at SD

Negeri 1 Jejawi. Where these principles are interwoven into SD Negeri 1 Jejawi students' learning experiences.

According to Rusman (2009), curriculum design include gathering, organizing, preserving, and choosing relevant information from multiple sources. The information may then be utilized to create learning experiences that allow students to achieve the intended curricular objectives.

SD Negeri 1 Jejawi curriculum design involves a number of stakeholders, including the school principal, homeroom teacher, and parents representing the school committee. In general, the procedure or procedure for implementing the character values of SD Negeri 1 Jejawi begins with applying the concept in the form of a draft, which is then held in a discussion meeting by listening to suggestions or input from meeting participants, then implementing and ratifying it, and finally implementing or officially implementing it into the school program. One of the school's work programs, as well as a school strategy, is the application of character values in molding the character of students who have devotion to God Almighty, discipline, independence, mutual collaboration, and a sense of nationalism (Results of interview with the Principal SD Negeri 1 Jejawi, 4 August 2022).

The Bottom-Up approach is used to create character education-based curriculum at SD Negeri 1 Jejawi, with collaboration between the school principal, vice principal for student affairs, student staff, and input from teachers and staff in the form of student character values books. While kids are not actively involved in the process of producing the school curriculum, they do provide input in the form of suggestions throughout time. Although SD Negeri 1 Jejawi has designed a school program that involves all parties in general, the integration of character values into the learning process and school culture is unique to SD Negeri 1 Jejawi.

### **Character-Based Curriculum Implementation at SD Negeri 1 Jejawi**

The curriculum was implemented in various phases at Jejawi 1 Public Elementary School, including socializing the school program through school events for teachers, students, and parents. Especially through school regulations, so that pupils understand all of the directions, cautions, and bans on behaving while a student at the school.

Character values are included into the learning process both within and outside of the classroom. SD Negeri 1 Jejawi substantially impacts the growth and creation of children's character through molding their personalities via the teaching and learning process. SD Negeri 1 Jejawi created activities that encourage personality building during its formation, such as Dhuha prayers, congregational Dhuhur prayers, group work, mutual collaboration, class cleanliness, and supporting one another.

Kids may experience the effects of participation in activities carried out at school, where students can make the most of their time, and also feel they are becoming better persons, by incorporating character values into school culture. It is clear from the following explanation that the execution of religious activities has a significant influence on the personality of students.

SD Negeri 1 Jejawi is attempting to do the following in order for character values to be optimally integrated into the curriculum: 1) a direct communication approach with students who violate the rules in order for them not to repeat their mistakes; 2) provide sanctions in the form of reprimands and warnings in order for students at the school not to repeat the violation. 3) Inviting all instructors to be vigilant in order to be role models for all students, as well as teachers to give coaching and role models to students (Results of interviews with the Principal of SD Negeri 1 Jejawi, August 4, 2022).

Then, the findings of the interview with Y, a PAI teacher at SD Negeri 1 Jejawi, on August 10, 2022, showed SD Negeri 1 Jejawi has implemented a character-based curriculum well by attempting to build a conducive school environment and getting school residents to observe the regulations set by the school. Character values are now well applied at SD Negeri 1 Jejawi and may build a religious atmosphere for school members, particularly SD Negeri 1 Jejawi kids. Character values are implemented in SD Negeri 1 Jejawi through creating a favorable environment; character values are implemented not only via (spontaneous) discourse but also through written norms. As a result, character values at SD Negeri 1 Jejawi are more than just a necessity that must be addressed by all parties concerned, particularly teachers and pupils (Results of interview on Elementary School Principal SD Negeri 1 Jejawi).

Furthermore, the teacher's involvement in teaching, overseeing, and guiding pupils in religious principles has a significant impact on their comprehension and implementation. The teacher's application of learning that is incorporated into character values has a significant impact on student attitudes. One example is that kids would throw away collected waste without being prompted by the professors. This demonstrates that the pupils' character qualities were able to be implemented in everyday life.

SD Negeri 1 Jejawi instructors use a character-based curriculum through addressing students, monitoring and coaching, urging students to apply character values in everyday life, and inviting students to keep the school environment clean as part of adopting religious principles. Meanwhile, the principal of SD Negeri 1 Jejawi keeps constant connection with the instructors of SD Negeri 1 Jejawi in order to promote the students' school culture. School principals may find out if students have applied character values with high discipline through contact with instructors, as well as what actions are more effective to utilize so that the application of character values through school culture can be carried out effectively (Results of interview on 4 August 2022 with Elementary School Principal of SD Negeri 1 Jejawi).

SD Negeri 1 Jejawi additionally familiarizes pupils with the importance of upholding character values in all actions, both inside and outside of school. For example, greeting students as they enter the classroom. If students find rubbish spread in accordance with religious ideals that cleanliness is part of religion, then student trash is sorted by class or thrown into the trash bank, and the activity hours begin (apples, clean the environment, pray in congregation, go to class, dispose of trash in its place). One of the attitudes that all school members, including the instructor, must

follow is dressing nicely and cleanly and constantly keeping excellent manners. This requirement is meant to ensure that pupils are religious and well-dressed (Results of interview on 4 August 2022 with Elementary School Principal of SD Negeri 1 Jejawi).

The impact of implementing character values on students, among other things, is that students become accustomed to school rules, such as arriving on time because they feel they have a responsibility, rather than being afraid of being punished in the form of a written warning from the school rules, where the harshest punishment for offenders is suspension. and notifying parents when they are in violation.

SD Negeri 1 Jejawi reviews student breaches on a monthly basis in order to collect data on students who violate the rules and how to deal with them in the future. The most severe punishments carried out by schools in applying school rules and regulations are suspension and summoning of parents if students have frequently committed serious violations such as smoking, committing immoral and disgraceful acts, the purpose of giving strict punishment is to give a deterrent effect to students to always obey the rules. The outcomes of the school's attempts to establish character values in children make it simpler to educate their attitude and character so that they always respect the rules.

The influence of establishing a character-based curriculum in schools causes pupils to constantly follow the rules, particularly when applying school norms in daily life. Teaching and learning activities influence the creation and development of student personalities. SD Negeri 1 Jejawi constantly strives to teach pupils through habituation rather than punishment and punishments.

### **Character-Based Curriculum Evaluation at SD Negeri 1 Jejawi**

Curriculum evaluation at SD Negeri 1 Jejawi focuses on the achievement or success of curriculum implementation. The implementation of the character-based curriculum is fully examined based on the students' emotive, cognitive, and psychomotor abilities.

Educational success may be found in the indicators of planned school activities and daily activities. Indicators are markers that schools use to evaluate programs that they create and implement. The achievement of indicators can be measured by whether teachers and students exhibit signs of behavior that are carried out continuously, consistently, and in a culture, or have begun to develop and are beginning to be seen, or even if the indicators' initial signs of behavior have not been observed.

The accuracy with which students arrive and depart from school, the execution of school programs, the self-awareness of instructors and pupils about prayer times without being ordered, and the carrying out of pickets according to a planned timetable are all cultural markers at school.

Then, every year, SD Negeri 1 Jejawi evaluates the accomplishment of integrating character values into the school culture of teachers and students by having a school meeting attended by the school principal, committee chair, teachers, and student guardians to discuss character values. Character values are discussed prior to

the admittance of new students, and the outcomes of these discussions are disseminated to parents, new students, and existing students. With this discussion of school regulations, it is hoped that we will be able to have character values that are in accordance with school conditions, as well as determine whether or not all programs in this school are running well or not, and whether or not the school regulations are relevant to developments. in today's educational world.

The overall goal of monitoring and evaluating character values in elementary schools is to provide signs, regulations, and strategies and techniques that can be used as a reference in conducting supervision and evaluation of the SBM program implementation at SD Negeri 1 Jejawi, so that the results can provide benefits for improvement and quality improvement. The Ministry of Education and Culture explains specifically the guidelines for supervision and evaluation in the Guidebook for Supervision and Evaluation of the Implementation of the School-Based Management Program: 1) Providing references so that monitoring and evaluation can be carried out in a planned and sustainable manner; 2) Provide a point of reference for monitoring and assessment based on indications, so that execution may be in conformity with the rules and policies that have been established; 3) Serve as a model for the supervision and assessment of character value implementation using suitable methodologies and procedures, so that the findings may give significant advantages for improving the implementation and development of the SBM program in all areas and primary schools; and 4) Provide a reference for the supervision and assessment of character value implementation in SD Negeri 1 Jejawi utilizing program implementation indicators, so that the findings can provide an overview of the portrait/map of the degree of implementation.

## **Discussion**

According to the findings of the study, character education-based curriculum management at SD Negeri 1 Jejawi consists of three stages: 1) character education-based curriculum design; 2) character education-based curriculum implementation; and 3) character education-based curriculum assessment. Character values planning at SD Negeri 1 Jejawi was prepared with the participation of all school members. SD Negeri 1 Jejawi's implementation of a character education-based curriculum also alludes to the school's goal. The application of character values at SD Negeri 1 Jejawi is founded on the concept that the collected character values seek to help the construction of a conducive school environment.

Curriculum planning relates to the school's goal and focuses on enhancing success in conjunction with student character development. The implementation of a character-based curriculum is also implemented into school rules of conduct based on three elements: 1) required and prohibited actions or behavior; 2) consequences or sanctions imposed on violators of the regulations; and 3) method or procedure for conveying to the subject to sanctions. This is due to the expectation that a character values-based curriculum will be able to manage students' lives in both academic and extracurricular school activities. The establishment of laws is intended to produce

peace, tranquility, and security in carrying out any activity. The regulations that exist in schools can have an influence on all activities that take place in the school. Students must follow the regulations established in the school culture in order to reduce the number of breaches.

According to Putri (2014), in order to attain set educational goals, student actions at school must be governed by a regulation known as religious principles. This indicates that the existence of character values is supposed to be used as behavioral indicators for all pupils.

The curriculum implementation at SD Negeri 1 Jejawi prioritizes aspects of character building based on practical learning rather than theory, so that students are active during the learning process and can apply character values in learning activities, taking a habituation approach to students rather than a punishment and sanctions approach. During the implementation phase, all components of the school are involved.

The strategy of punishments is used by the student body to enforce school policies that have been established. Sanctions in the form of warnings, summoning and expulsion of parents from school for major offenses such as immoral behavior and activities that are clearly contradictory to school norms.

Schools use habituation to shape student character attitudes, yet there are frequently transgressions that must be sanctioned. Sanctions in the form of points are not often utilized at SD Negeri 1 Jejawi, but only in specified instances and conditions. Sanctions are administered to children by verbal reprimands, written warning sanctions if students break character values three times, and returning students to parents if students violate character values and get more than 200 points.

The focus of the character education-based curriculum assessment phase at SD Negeri 1 Jejawi is then on the achievement or success of implementing the curriculum. The implementation of the character-based curriculum is fully examined based on the students' emotive, cognitive, and psychomotor abilities. School benchmarks in evaluating the success of curriculum management that has been implemented include the effectiveness of the integration system between school activities and character education, the involvement of all school members and increased student achievement, and students' ability to apply character-based learning in everyday life SD Negeri 1 Jejawi carried out the operation.

According to Wiyani (2012), effective and efficient character education curriculum management in which character education is integrated with classroom activities, outside the classroom at school and outside school, intra-curricular, co-curricular, and extra-curricular activities, involving the school community, family, and society all at the same time, deepening and expanding can take the form of adding and intensifying activities oriented toward character development. Adding and sharpening children's learning activities, as well as rearranging students' study time at school or outside of school; alignment can then take the form of adjustments to teachers' main tasks, School Based Management, and school committee functions in accordance with character education strengthening.

## D. Conclusions

Based on the findings of the study, it is possible to conclude that 1) curriculum planning refers to the school's vision and focuses on improving achievement in accordance with the development of student character; 2) curriculum implementation prioritizes aspects of character building based on practical learning rather than theory so that students are active during the learning process and can apply character values in learning activities; and 3) curriculum implementation takes a habituation approach to learning. The implementation of the character-based curriculum is fully examined based on the students' emotive, cognitive, and psychomotor abilities.

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