

The Role of Teachers against Implementation Based Character Education Curriculum- A Case Study of Indonesian Elementary School

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ABSTRACT

This study aimed to describe and analyze Role in Implementing Character Education Teacher at SDN 02 Muara Ciujung West, Rangkasbitung

The qualitative method is a method used in this study. This research was presented in a descriptive form with the aim to describe a process that occurs in the field. While the approach taken is a naturalistic approach. Data collection techniques used: observation, interviews, field notes and documentation. While the data analysis technique using the model of Miles and Huberman, consisting of Reduction of Data (Data Reduction), Presentation of Data (Data Display) and Verification (Conclusion Drawing).

The results of the study describe the role of teachers in the implementation of character education includes the role of teachers in the learning plan, implement and evaluate learning in learning. The obstacles to implementing character education is done by teachers, family factors, community and social media. Based on these constraints, the advice given is teachers and parents work together to control and assist students in every activity. In addition to repair and expand its facilities and the school also needs to be done in supporting the implementation of character education.

Key Words: *Eduaction, Character, Teacher Role.*

1. INTRODUCTION

Indonesia is now in desperate need of qualified human resources to support development. In order to meet these demands, education plays a very important. According to Law No. 20 Year 2003 on the National Education System in article 3 states, "National Education serves to develop the ability and character development as well as the dignity of civilization in order mencerdaskan life of the nation. National education aims to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled creative, independent, and become citizens of a democratic and responsible "

From the above description, it is concluded that Indonesia expects the morals. This implies that the learning process must implement goal oriented formation of the corresponding character of the student with the personality of the nation, so that in the form of the generation-may be not only proficient academically but also has a good character. In addition to the objectives and functions set out in national education, the importance of planting the character is manifested in the 21st century skills or competencies

As the disclosed organization Partnership for 21st Century Skills, or P21, that modern life not only require the ability to think and scientific knowledge, but also the ability and endurance to survive to compete and life. (2) the initiative and self-directed, (3)

social and cross-cultural skills, (4) the productivity and accountability, (5) leadership Character education is something very important that should be applied and implemented on a nation, including in Indonesia. With character education expected of a nation will be advanced and can compete with the other nations.

But unfortunately for the Indonesian state itself is still a lot of deviations, both among children and adults. Such as might occur in children of school age who are still frequently encountered are the students who cheat in school at the time of repetition, even as the state exam, brawl between students, plunged promiscuity, consuming drugs and other krimilan action. Besides the problem of bullying / harassment back problem which re-warm, because lately a lot of problems in children and adolescents who begins by teasing each other.

Meanwhile, cases of misconduct among adults is no less make a sad, eg silih berganti arrest of local leaders in fishing operations conducted hands Corruption Eradication Commission (KPK). In fact, dari pertengahan bulan Juni hingga September 2017, 2017, sudah lima head area fishing operation netted in the hands of the Commission. Since the Commission stood, already 79 heads of regions affected hand fishing operations. The number of corruption cases ditangani kepolisian belum termasuk and prosecutors. If the total-since 2004, there are 355 heads of regions are entangled in corruption cases.-In addition to the problem of corruption, there is also masalah pembunuhan, theft, robbery, fights between tribes and various other irregularities.

In 2013 a change in the curriculum in Indonesia. Educators Unit Level Curriculum (SBC) is converted into the curriculum of 2013. The reason for this change was made curriculum 2013 is considered as a response to the some problems attached to the curriculum 2006 also aims to encourage learners or students able to better observation, questioning, reasoning, and communicating (Present) acquired or recognized after students receive materials learning. In addition, according to the Education Minister, basically the times are always changing. Therefore the curriculum should be adjusted accordingly to the changes and demands of the times. Currently required is a more curriculum based on the strengthening of reasoning, rather than merely memorizing¹

Curriculum 2013 considered a curriculum suitable to implement character education. Based on the philosophical foundation, the curriculum 2013 not only contains the the great achievements of the nation in the past, but also things that are evolving at this time and will be sustained into the future. The educational content of life nation Today grounding for education to always associated with people's lives in many aspects of life, and ability to participate in building life better nation, and positioning education can not be separated from the social environment, culture, and nature. Additionally, 21st century skills, or who have a term of 4C or Communication, Collaboration, Critical Thinking and Problem Solving and Creativity and Innovation is also one of the competency addressed to the curriculum in 2013²,

Astuti³ explain curriculum 2013 have four points, namely core competency 1 (KI 1) which contains the values of religious, KI 2 have more social-humanitarian, KI 3 contains knowledge, and KI 4 contains the learning process. example KI 1 in the subjects of Science Natural Sciences, a teacher must make students appreciate and be grateful for what exists in nature-which is proof of the greatness of God Almighty. KI 2 aims at changing the learners being personally behave. The values of honesty, discipline, and responsibility and care must be instilled early to learners.

In addition, other ways that can be used to overcome this problem is the role of the teacher. The teacher's role is very big and important in carrying out his duties as an agent of change. Teachers are required to maximize its ability to educate, teach and implement learning well, so it will bring a good impact also for learners. A teacher must have a good personality, which can be exemplified by learners, by peers and society. The role of teachers in education has become very meaningful and important, because teachers are the vanguard in implementing education. Master face to face with students, to transfer knowledge and technology, as well as educating learners with positive values with the guidance and exemplary owned.

If this is the character education curriculum in 2013 and is one of the formulas for mecapai national education goals, of course, deviations will be reduced, but it KPAI differently expressed by the chairman. Asrorum⁴ mentioned, in 2014, there were 67 cases of children who are perpetrators of violence. While in 2015, to 79 cases. apart , children as perpetrators brawl experience an increase from 46 cases in in 2014 to 103 cases in 2015.

Based on the above presentation, I am interested to evaluate the role of teachers to the implementation of character education in the learning process that is already integrated with the subjects in the curriculum of 2013. So I will do the research titled "The Role of Teachers Against based Character Education Curriculum Implementation in 2013 (Evaluative Studies qualitative Model Illuminatif in Elementary School) "

2. METHODS

This study is a qualitative research evaluative. This study aimed to see whether the role of primary school teachers in implementing character education in the learning process has been fulfilled or not, associated with a conceptual foundation and legal basis (standard process). The teacher's role is meant suitability (relevance) of the learning process with the implementation of character education.

According to Patton, the qualitative data consists of data a detailed description of the situation, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs and thoughts; excerpts or entire sections of documents, correspondence, records and case history. Descriptive detailed, direct quotations and documented cases qualitative measurement is the data of the world experience. The data were collected as an open narrative without attempting to adjust to the program activities or experiences tailored to the categories or a predetermined data standards such as response options in the questionnaire.

In qualitative research, the evaluator is the main instrument in capturing data. According to John Lofland, there are four elements that must be met evaluator in capturing data. First, the evaluator should be as close as possible to the people and situations that are being investigated in order to understand and explore the details of what was going on. Second, the evaluator must capture the facts that occurred. Third, qualitative data contains mostly pure descriptions of people, activities and interactions. Fourth, qualitative data consist of direct quotations from people, including what they say and what they write⁵

The model used in this study is a model illuminatif. In 1972, Parlett and Hamilton discovered a new method for evaluating the educational program they call "model illuminative" or illumination models. As the name implies, the purpose of this evaluation form is to illuminate the issues and innovation in education programs that are being implemented⁶, This model was developed mainly in the UK and many associated with the approach in anthropology⁷,

Illuminatif models is more emphasis on qualitative assessment. Objective evaluation of this model is to conduct a careful study of the system and the program in question, which include: (1) how the implementation of programs in the field, (2) how the implementation is influenced by the situation in which the program concerned is developed, (3) what are the advantages and weaknesses and (4) how the program affects pengalamam-learning experience of the students. The evaluation results are reported to be the description and interpretation, not the measurement and prediction. Therefore, in evaluating this model more emphasis on the use of judgment⁸

Illuminative evaluation model was also chosen because it uses a scoring system straight from the researcher. Model illuminatif This is the study of changes in the program and the problems that arise from the programs, encouraging a variety of angles and perspectives, more focused on the activity and the process of implementation of the program rather than the end result and provides the means to study the events and situations in a more spontaneous⁹

Meanwhile, the data collection method using observation sheets, interviews, field notes and questionnaires.

3. RESULT AND DISCUSSION

- a. The role of the teacher in the learning plan to shape the character of students at SDN 2 Muara Ciujung West

Based on interviews and observations made in SDN 2 Muara West Ciujung obtained a score of 3.85 for the role of teachers in planning lessons for shaping the character of the students. This is calculated based on the observations of researchers for observation. Nevertheless, there are still some shortcomings, particularly in documentation completeness teaching documents. In planning learning activities, the teacher's role is divided into five, namely: describes the core competencies into basic competencies and indicators, the selection of teaching materials, the selection of teaching materials, teaching methods and assessment of learning outcomes

- b. The teacher's role in the implementation of learning to shape the character of students at SDN 2 Muara Ciujung West

Teachers have a role to become role models for students in a variety of ways. Because, if the teacher does not give an example to the students, the students became erratic behavior and attitude. Therefore, teachers are very instrumental in giving a good example and role model to help shape the character of their students. One of the activities that can help teachers grow and develop the characters well on learners in learning activities. Teachers are required to package learning, not just fun and make the students to be active and creative, but also can provide a deep meaning, so that the learning objectives will be achieved.

- c. The teacher's role in the evaluation of learning to shape the character of students at SDN 2 Muara Ciujung West

Based on observations and interviews conducted to teachers at SDN 2 Muara Ciujung West, that they are doing assessment is divided into two types of assessments in accordance with the assessment standards applied by the government. Two types of assessment they employ is the evaluation and assessment of social attitudes and knowledge assessment. For evaluation instruments attitudes and social assessment that is used in the form of daily observations during the learning process. The average value obtained by the teacher for learning evaluation indicator amounted to 3.73. It can be concluded that the teacher's role in the evaluation of learning to shape the character of students at SDN 2 Muara West Ciujung otherwise active and fulfilled.

4. CONCLUSION

Based on the findings of the research that has been done, then it can be concluded as follows:

1. The role of the teacher in the learning plan to shape the character of students at SDN 2 Muara Ciujung West has to be said is fulfilled with a value of 3.85. meaning that classroom teachers have been actively participating in the learning plan
2. The teacher's role in the implementation of learning to shape the character of students at SDN 2 Muara West Ciujung obtain observed values on average by 3633, which means the teacher's role in the implementation of learning to shape the character of students at SDN 2 Muara West Ciujung otherwise been fulfilled and active role
3. The teacher's role in the evaluation of learning to shape the character of students at SDN 2 Muara West Ciujung obtain observed values by an average of 3.73, which means the teacher's role in the evaluation of learning to shape the character of students at SDN 2 Muara West Ciujung otherwise been fulfilled and active role
4. Supporting factors that helped the fulfillment of the role of teachers at SDN 2 Muara Ciujung West is a) the direct control of the school principal, b) the active role of the teachers themselves, c) the support of parents, d) support from the surrounding environment and e) awareness of learners , Meanwhile, the inhibiting factor is; a) family and b) society

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