Analysis of 2013 Curriculum Character Values in Science Learning

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Abstract: In the world of education only glorify intelligence alone, there will be a crisis of national character values. With changes in the educational curriculum, character values can be instilled in learning in schools. This study aims to describe the character values of students in science learning in pesantren-based schools. In this article, the research researcher applies a qualitative descriptive method by means of observation and interviews. Based on the data obtained in this article, there is a significant change in character values in science learning at the Islamic boarding school-based MTs Nurul Falah. In the 2013 curriculum character values with the Core curriculum (known with KI 1) about spiritual attitudes with religious character values and (KI 2) about social attitudes with seven-character values, namely, honesty, discipline, responsibility, tolerance, courtesy, mutual cooperation and self-confidence. obtain positive changes, so that the cultivation of character values must always be applied in the social attitudes of students.

Keywords: Character Values; Science learning; Islamic Boarding Schools

Introduction

Discussion of the character and culture of the nation is a very close concern for the community. The development of technology that refers to the development of science turns out to have the impact of various new problems that are considered and refer to special efforts to solve them. Answering various problems in carrying out moral and character education that has been applied as a change in character education which is carried out by integrating it into all lessons. The definition of integration here is the content of values into substantial subjects and procedures for carrying out learning that facilitate and practice values in every teaching and learning activity. Character education that is integrated in science learning is considered as a way out to get students who have good character and character. Character education is very important in science learning so that it can provide an increase in science as one of the media in instilling the character of students. Therefore, students are embraced to explore and understand the values in science that are beneficial to life in society at large (Musyarofah et al, 2013)

The crucial issue for the Indonesian people in the era of globalization that is related to the preparation of human resources to be ready for competition today is the crisis of the values of the nation's character (Ghufron, 2010) which is characterized by deviant behavior, including: having free sex, reckless streets, demonstrations, violence, drinking, using drugs, etc (Afandi, 2011). Paying attention to the atmosphere and condition of the nation's character which is concerned, the government seeks solutions in prioritizing building the character of the nation's children. In accordance with the national development mission as stated in the National Long-term development plan for 2005-2025 (Law of the Republic of Indonesia Number 17 of 2007), is the creation of competitive character, good character, noble character and has good morals (Hamid, et al., 2018) provide awareness and provide support for the spirit to grow the values of the nation's character through the realm of Education which is fueled by the government from the concern and concern of the government and society towards the failure of education which only prioritizes left brain intelligence alone. So that many students are smart/intelligent in learning but

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have moral and mental deficiencies in themselves (Salim et al,2015). Based on this description, when the world of education only glorifies intelligence alone, there will be a crisis of national character values.

The meaning of character was proposed by Thomas Lickona (1992) using the concept of good character which refers to Aristotle's theory, namely "the life of right conduct in relation to other persons and in relation to oneself" (Dinatha, et al., 2018) In technical terms, character development is carried out with four activities, including teaching and learning in the classroom, through daily activities in the form of developing a culture of educational unity, by carrying out extracurricular and co-curricular activities, through daily activities at home, and socially (Irawan, 2016). To inflate character values many techniques can be used.

Increasing character values which include the value of important aspects are discussed in the scope of Education. Learning usually does not observe the development of character values in students which generally provides students with provisions in the field of science (Hamid et al., 2018). In line with the demands of the times, in 2012, there was a revision of the Education curriculum from the Education Unit Level Curriculum (known with KTSP) to the 2013 Curriculum (known with K13).(Irawan, 2016). Schools are required to instill and develop good results in guiding students to build character. Character education can be directed to emphasize character values, including: honesty, respect, responsibility, caring and fairness. Directing students to be able to know, observe and carry out good obligations in everyday life (Sudrajat, 2011). To achieve character achievement, there is no need for existing subjects (Hamid et al., 2018). With the change in the educational curriculum, the character values are embedded in teaching and learning activities in schools.

Based on Law no. 20 of 2003 concerning the National Education system in article 1 paragraph (1) states that education is an effort to form and plan to implement teaching and learning situations with students' efforts to be actively involved in increasing their abilities to have spiritual values about religion, personality, intelligence, noble character and capabilities that may be needed by the community, nation and state (Hidayah, et al., 2016).

Natural Sciences is noted to be something that needs to be anticipated for the curriculum in schools, especially higher education. Supported by international relations, the high and low of a nation is applied with three main parameters, namely scientific literacy, mathematical literacy and language literacy (Permanasari, 2014). In the science learning process, two concepts are categorized, namely content mastery and concept mastery (Febriyanti & Blue, 2022). Science learning in the 21st century has turned into learner-centered learning (Pertiwi, et al, 2018). Quality of Science Education seeks to improve basic and secondary education in science education (Wuryastuti, 2008).

Pesantren-Based Schools are a combination of two social systems, namely the pesantren and school social systems, which are one of the models of Islamic education itself (Nurochim, 2016). Pesantren-based schools depart from the demands of parents who want their children to be strengthened in the field of science such as public schools. With the aim that children can receive education to a higher level (Fachrudin, 2021).

Research on character was carried out by previous researchers, including Hamid with the results of his research on five character values developed by teachers through economics learning, namely, honest character with a value of 3.7 high criteria, discipline with a value of 3.7 high criteria, curiosity shows a value of 4.0 high criteria, social care with a value of 3.6 high criteria and responsibility with a value of 3.6 high criteria (Hamid et al., 2018). Baroroh's (2012) research on efforts to improve the character values of students through the application of the role-playing method got the highest score, there was 19.6% creative value, 18.9% communication, 10.9% discipline value and 7.4% hard work.

The research conducted by Dinatha et al., (2018) regarding character values in science learning in higher education, namely: first science can be studied on campus by describing the nature of science, secondly in the formation of student character with the rise of great curiosity as the task of lecturers, third science learning can strengthen character through inquiry approach, CTL, science process skills, etc. The difference between this study and previous research is that this study uses the character values found in K13 in core competencies (KI 1), namely spiritual attitudes with religious/ religious character values and core competencies (KI 2) on social attitudes with seven-character values, namely: honest character values, discipline, responsibility, tolerance, courtesy, mutual cooperation and self-confidence.

Based on the problems above, it can be concluded that the character values of students are still minimal so that in the 2013 curriculum there is a KI 1 character value, namely spiritual attitudes and also KI 2 social attitudes. From what happened, we can examine the analysis of the 2013 curriculum character values in science learning at pesantren-based schools at MTs Nurul Falah with the formulation of the problem, how is the character value of students in science learning in pesantren-based schools?

Method

This study uses a qualitative descriptive research method that aims to see the character values contained in students. The research was conducted at a pesantren-based school in the city of Meulaboh, namely MTs Nurul

Falah. This research was conducted on students of class VIII PA (male) and PI (female), with 2 male students and 2 female students with the selection of subjects conducted by random sampling. Data collection using observations and interviews.

The method used is observation carried out to be able to observe the character values that exist in students coupled with interviews containing the spiritual attitudes and social attitudes of students in science learning, which are asked directly to male and female students supported by the opinions of friends and science teachers.

Interviews were conducted with face-to-face interviews with teachers and students. The steps of interview data analysis adopted the Miles and Huberman model. Data collection techniques are carried out by data reduction, data presentation and conclusion drawing or verification.

Results and Discussion

Analysis of the character values of students in science learning which was lifted from the 2013 curriculum from KI 1 and KI 2 based on the results of observations made at the MTSs Nurul Falah school in grade 8 both PA (boys) and PI (girls) it was found that in the initial and final activities of learning students make habituation by carrying out prayer. The example of students is very important in order to gain effectiveness when learning takes place, every time before learning is always to achieve blessings and intercession from Allah SWT, in this character students are also taught about tolerance and respect for others, besides that students are also taught to say hello when meeting with others. other people, meet with teachers, friends, relatives, and people around them. Students are also taught a sense of responsibility starting from themselves, such as being taught how to solve their own problems without having to be rude, not cheating on exams, and always telling the truth wherever they are, because honesty is the most upheld in character building of students. Here children are also taught to be confident such as preparing themselves when they want to make a presentation so that when they are in front of classmates they do not feel nervous and appear confident, at Nurul Falah school they are also taught to always tell the truth when making mistakes, whether intentional or unintentional, discipline It is also very emphasized in inculcating character values starting from entering school to be on time, not being outside school during school hours, not doing deviant things and so on.

In this discipline, it is also taught how to feel responsible for what they have done, when borrowing books, they must return them on time or until the specified time limit, otherwise the child will be punished in order to provide a deterrent effect to the participants

so that they do not repeat the same mistakes again. If students make mistakes, they must dare to apologize to friends for the mistakes they have made, this is so that students do not treat their friends arbitrarily. Students are also taught to respect and appreciate each other, it can start from simple things such as listening when the teacher explains the lesson, respecting friends who are talking in front, this is done to educate and train the character of students to be better in social life, say the word " excuse me,,although it looks simple but this is very meaningful to others.

In this case, it is also recommended for teachers to educate children's character values to be even better, because in social life the most advanced behavior, mutual respect, respect, and help are very important, for the sake of a harmonious and peaceful life. Students must often get used to doing things that positive because it will carry over to adulthood even when they grow up to be parents all of it will carry over and will be taken down to their future grandchildren. Good ethics, courtesy and manners will be more easily accepted in society than children who behave badly will forever be labeled bad by the community, therefore the character values of students must really be considered, especially in the teaching and learning process, how a student should respect for the teacher respect for fellow friends and a sense of empathy for people or friends who need help.

Educators demand to provide character education to students, starting when carrying out learning by example, where the task of educators is to facilitate students to become exemplary children (Jannah, 2018). Character education is character education that proposes aspects of knowledge, feelings and actions (Putra, et al., 2017).

Conclusion

Character education has been applied to science learning at MTSs Nurul Falah, West Aceh, the implementation of character education is carried out through observations made in the classroom, as well as interviews conducted by researchers through teachers to obtain the required results. In terms of planting character in science learning, students are required to obey the rules that exist in school and not violate the rules that have been set, students are taught to be polite, honest and respect each other. Always tell the truth when you make a mistake, this character education also teaches students to be responsible for what they do and behave according to rules to avoid things that deviate from what has been determined. In this case, teachers and families and communities play an important role in instilling character values in children. Because children are the golden generation that will continue their life in the future. In the results of the research conducted, it can

be seen that the attitude of students can be judged to be good, polite and honest if these positive things are always applied in everyday life and it is clear that they have experienced significant changes and are considered positive and improve for the better.

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