

EFFECTIVE STRATEGIES IN TEACHING CHARACTER EDUCATION IN THE 2013 CURRICULUM

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Abstract

This literature research aims to identify and analyze effective strategies in teaching character education in the 2013 Curriculum. Character education is a fundamental element that aims to form students who are not only academically intelligent, but also have strong character. Various relevant literature was reviewed to reveal the best approach in implementing character education in a formal education environment. The results of the study show that effective strategies include the integration of character values into all subjects, the use of interactive learning methods, and the important role of teachers as role models. Apart from that, a supportive learning environment, involvement of parents and the community, use of technology, as well as holistic and diverse evaluation methods are also crucial aspects. Applying these strategies consistently and collaboratively can increase the effectiveness of character education teaching, in line with the objectives of the 2013 Curriculum to form a young generation who are competent and have good character.

Keywords: Character Education, 2013 Curriculum, Teaching Strategy

INTRODUCTION

Character education is a fundamental foundation in the formation of a complete individual personality. Education not only aims to produce students who are academically intelligent, but also have good character, such as integrity, responsibility, empathy and respect for others. Improving academic quality without strong character education can produce individuals who are intellectually brilliant but lacking in ethics and morality (Masiga, 2023). Therefore, character education is an integral part that must be instilled from an early age in the formal education environment.

An education system that integrates character education aims to prepare the young generation who are ready to face global challenges with

strong moral values (Supadi & Fauzi, 2024). In the era of increasingly advanced information and technology, increasingly complex social interactions require individuals to have high adaptability and strong moral values. The presence of character education ensures that students are not only academically skilled but also able to make ethical decisions, behave commendably, and have a high sense of social responsibility (Ahuja, 2023). This is important so that they can become positive contributors in society.

Character education also plays an important role in creating a conducive and harmonious school environment. By developing values such as honesty, discipline, tolerance and cooperation, schools can create a culture that supports effective teaching and learning processes. A positive and mutually respectful environment will increase students' learning motivation and allow them to develop their potential to the maximum (Bjorn, 2023). In addition, character education that is applied consistently can reduce negative actions such as bullying, violence and other immoral behavior at school.

Character education prepares students for long-term success in personal and professional life. Good character is the foundation in various aspects of life, including in the world of work. Companies and organizations today are looking for individuals who are not only technically competent but also have good work ethics and are able to work in teams (Ouahabi et al., 2024). Thus, character education provides a competitive advantage for students as they enter the world of work and adult life. Overall, character education is an important investment in creating individuals who are holistic, have strong character, and are able to make positive contributions to society.

The 2013 Curriculum (K-13) is one of the educational reform efforts carried out by the Indonesian government to improve the overall quality of education. This curriculum began to be implemented in stages since 2013 as a replacement for the 2006 Education Unit Level Curriculum (KTSP). K-13 was designed with an emphasis on developing balanced attitudes, knowledge and skills competencies (Henderson, 2024b). This approach aims to produce graduates who not only excel in academic aspects, but also have strong positive character.

One of the main goals of K-13 is to strengthen the character of students as a response to the challenges of globalization and rapid technological developments. Character education in K-13 is integrated into all school subjects and activities, not just as a separate subject. Character values such as religiosity, nationalism, integrity, independence and mutual cooperation are instilled holistically through the teaching and learning process (Martin &

Sadaf, 2024). In this way, students' characters are expected to develop naturally and sustainably.

K-13 also adopts a project-based and thematic learning approach, which allows students to be more active, creative, and critical in solving various tasks and problems (Efthymiou, 2023). This approach not only helps students understand the learning material more deeply, but also fosters cooperation, responsibility and other social skills. Through these activities, character values such as responsibility, cooperation and empathy can be instilled and applied in students' daily lives.

Overall, the 2013 Curriculum aims to produce a generation that is superior in knowledge and has noble character (Neier, 2024). It is hoped that students who undergo K-13 will be able to become intelligent and characterful individuals, ready to face future challenges with strong positive values. K-13 is a strategic step in the formation of Indonesian people who are not only competent in the academic field, but also have integrity, ethics and high moral values. Thus, K-13 plays an important role in supporting national education goals to prepare a generation that is not only globally competitive, but also has dignity and noble character.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Effective Strategies in Teaching Character Education in the 2013 Curriculum

Teaching character education in the 2013 Curriculum requires a holistic and integrative approach (Vela et al., 2024). One effective strategy is through the integration of character values into all subjects. Teachers not only teach academic material, but also instill values such as honesty, responsibility, cooperation and empathy in every teaching and learning activity (Zhou & Yu, 2023). The use of project-based learning methods can be an effective means of instilling these values, where students are given the opportunity to work in teams, make decisions, and solve real problems.

Apart from that, habituation to positive behavior is also an important part of the character education strategy. Daily activities at school, such as flag ceremonies, literacy activities, and extra-curricular programs, can be used as moments to get used to these positive values. Teachers and school staff need to be good role models for students (Zhang, 2023). Role-play models and inspirational stories can also be used to show how character values are applied in everyday situations.

Collaboration between schools, families and communities is very important to strengthen character education. Schools need to establish good communication with students' parents so that the character building carried out at school can be continued at home. Community activities that involve students, such as social service or collaboration with community organizations, will help students understand and experience firsthand the importance of the values taught (Henderson, 2024a). With support from the entire educational ecosystem, character teaching in the 2013 Curriculum will be more effective and have a positive impact on student development.

Apart from integrating character values into teaching and learning activities and habituating positive behavior, evaluation and reflection also play an important role in teaching character education. Evaluation does not just measure students' academic abilities, but must also include aspects of the character being developed (Sun et al., 2022). For example, attitude assessments in subjects, daily behavior reports, and feedback from teachers and peers can provide a more comprehensive picture of student character development. Through reflection, students are invited to understand their strengths and weaknesses, and motivate them to continue to improve themselves.

It is also important to develop stipend programs and further training for teachers. Increasing the capacity and competence of teachers in teaching character education is very necessary so that they are able to integrate character principles into the curriculum effectively. Workshops, seminars and courses on character education can help teachers gain new strategies, exchange experiences and enrich their knowledge about character teaching methods (Eragamreddy, 2024).

A school environment that is supportive, safe and inclusive greatly influences the success of character education. Schools need to create an atmosphere that upholds noble values, such as mutual respect, justice and openness. The involvement of all school members, including students, teachers and staff in creating and maintaining a positive school environment,

means that the implementation of character education in the 2013 Curriculum can run effectively and sustainably (Oloda et al., 2024).

Strategy Implementation Process

1. Integration of Character Values in Learning

Every subject in class can be a medium for instilling character values. For example, when teaching Indonesian language subjects, teachers can ask students to work in groups to complete assignments, so that values such as cooperation and responsibility can be put into practice (Surikova & González, 2022). In Social Sciences subjects, teachers can provide examples of national figures who have integrity and love their country, and encourage students to discuss the importance of these values in everyday life. Likewise, in Citizenship Education (PKN) subjects, teachers can provide cases that require critical thinking and ethical solutions, so that students learn the values of justice and tolerance (Hart & Liddle, 2024).

2. Evaluation of student character development

Apart from academic assessments, teachers also need to evaluate students' character development. This can be done through observations of daily behavior, anecdotal notes, and daily reports that focus on the attitudes and character values demonstrated by students. Every month, teachers can make a character development report which is then shared and discussed with students and parents (Akhiruddin et al., 2022). For personal reflection, teachers can organize sessions where students are asked to reflect on their actions, recognize the positive behavior they demonstrate, as well as plan improvements in certain aspects that still need improvement.

3. Teacher Involvement and Training

Teachers are the main pillar in the success of character education. Therefore, it is important for schools to provide training and professional development programs that focus on character education. Workshops, seminars and training that teach new strategies for integrating character education into the curriculum can be useful for teachers (Hidayah, 2022). For example, training on constructive methods of rewarding and punishing can help teachers encourage positive student behavior. Through these programs, teachers can also share experiences and best practices, improve their competencies, and create a school culture centered on positive values.

4. Collaboration with Parents and Community

Character education is not only the school's responsibility, but also requires active involvement from parents and the community. Schools can hold regular meetings with parents to discuss their children's character progress and to provide suggestions about how they can support character development at home. Apart from that, schools can collaborate with local communities, non-profit organizations and community leaders to present extracurricular programs that prioritize character values (Gunawan & Hidayatullah, 2024). For example, volunteer activities or mentorship programs can teach students about empathy, mutual cooperation, and social sensitivity.

5. Awards and Recognition

Building positive character in students can be strengthened through a reward and recognition system. Schools can hold monthly or weekly awards programs to recognize students who have demonstrated extraordinary behavior or character such as honesty, discipline, or kindness (Guttesen, 2024). This award does not always have to be material, it can be praise in front of the whole class, a certificate, or special recognition at a school event. This not only motivates the student concerned but also sets an example for other students of the behavior that is expected and rewarded in the school environment.

6. Conducive School Environment

The implementation of character education strategies must also be supported by a conducive school environment. This means creating a safe, comfortable and supportive school atmosphere. Teachers and school staff must work together to ensure that every student feels valued and supported (Nurhikmah et al., 2023). A positive environment can encourage students to more easily internalize the character values taught. This also includes implementing strict but fair school rules, as well as providing spaces where students can express themselves, participate in school activities, and learn holistically. A conducive school environment can also reduce conflict and improve the quality of social interactions between students.

Challenges in Implementing Strategy

The implementation of character education strategies certainly cannot be separated from various challenges that may be faced. One of the main challenges is resistance from various parties, including teachers, students and parents. Not all teachers may be ready and trained to insert character

education in their curriculum. Some students may not respond well, especially if they don't get similar support at home. Parents can also have different views about character education, which can hinder collaborative efforts between school and home (Rachmadtullah et al., 2024).

Another challenge is limited time and resources. Schools are often already burdened with dense academic curricula, so finding extra time to focus on character education can be difficult (Abduh et al., 2023). In addition, not all schools have adequate resources to provide extracurricular programs, teacher training, or hold regular meetings with parents. This limitation can mean that the character education program cannot be implemented optimally and consistently, which ultimately reduces its effectiveness.

The social and cultural environment in which the school is located can also be a determining factor in the success of character education. If a school is in an environment that is less supportive, such as in an area with high levels of violence or a lack of positive values in the community, then efforts to teach and instill character values can face major challenges (Soni & Kaur, 2023). Apart from that, modern media and technology, which often presents content that is not educational or even damaging, can also be a challenge. With these various external influences, it is important for schools to have adaptive and comprehensive strategies to overcome these obstacles and remain focused on the goals of character education.

Apart from the challenges already mentioned, evaluating and measuring the success of character education is also a quite complex issue. Character is not something that is easily measured quantitatively like academic learning outcomes. Many aspects of character are qualitative and more difficult to assess objectively (Husna et al., 2023). This requires the application of innovative and diverse measurement methods, such as observation, self-assessment, feedback from peers, as well as assessments from parents and teachers. While these methods can provide a more comprehensive picture, they require additional time and resources that are not always available in every school.

Then, consistency in the implementation of character education at all school levels is also a significant challenge. Each teacher may have a different interpretation and approach in teaching character values. This difference can cause the character competencies taught to be inconsistent between one class and another (Dedehouanou, 2022). Therefore, ongoing training and good coordination between teachers and school management is needed to ensure that the approach taken is uniform and consistent.

Another big challenge is the sustainability and integration of character education outside the school environment. Although schools can strive to teach character values, if students do not receive the same support at home or in their social environment, these efforts can be less effective (Vetrivel et al., 2024). Therefore, it is important to involve parents and the community in character education programs. Schools can organize various activities involving parents, provide guidance or workshops to parents about the importance of character education, and collaborate with local communities to create an environment conducive to character development. These challenges need to be overcome with an integrated and collaborative approach between all parties involved, be they schools, families and communities.

CONCLUSION

Character education is an important component in the 2013 Curriculum which not only focuses on academic achievement but also the formation of student character. Character education must be integrated holistically in all subjects, not as a separate subject. Teachers need to link character values to daily learning content to make it more relevant and easy for students to understand. The use of interactive learning methods such as group discussions, case studies, and collaborative projects can help students to actively participate and reflect on the character values being taught. Teachers must be good role models for students in terms of behavior and character values. What students see in the teacher's behavior will have a strong impact on them. Creating a school environment that is conducive to character development is very important. This includes clear rules, a culture of mutual respect, and fair and consistent enforcement of discipline.

Character education should not stop at school; parental and community involvement is very necessary to strengthen the values taught. This can be achieved through active communication between school and home as well as participation in various community activities. The use of technology in character education can provide a more modern and engaging approach, such as e-learning applications that focus on character values or online platforms that allow collaboration and discussion between students on character topics. Innovative and diverse evaluation methods must be applied to measure the success of character education. Observation, self-reflection, peer feedback, and assessments from teachers and parents need to be used to get a comprehensive picture of student character development.

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