



Curriculum Program Models for Embedding Character Values for Students

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Abstract. The study aims: (1) to identify the character values for developing curricula programs, (2) to validate the content and design of curricular programs, and (3) to get the user target response on the curricular program for embedding character values to students. This developmental study involves some subjects, including educational experts, decision-makers, teachers, and students. Data were collected through interviews, documentation, and questionnaires. They were analyzed descriptively. The findings show that: (1) character values that should be included in curricular programs are: religiosity, politeness, courtesy, honesty, responsibility, forgiveness, patience, compassion, helpfulness, obedience, friendliness, diligence, cleanliness, tidiness, and discipline. (2) the tests on the content validity of curricular program design showed that it is very valid, and (3) assessments made by the target users on the curricular program are very good. Thus, the evaluation shows that the curricular program product is valid and practical. The findings could fulfill the demand for curricular programs for character education at Junior High Schools.

Keywords: Development, Character Values, and Curricular program

INTRODUCTION

Character education is the formation of character values so that students can develop excellent personalities, have better cognitive skills, and be successful in the future (Wafroturrohman & Sulistiyawati, 2019). Character education aims to embed character

values through cultural activities (Nurcahyanto, 2015; Suri & Chandra, 2021), curricular programs (Suwito, 2012a), families (Lida Khalimatus Sa'diya, 2021), and moral education (Pertiwi et al., 2021; Sipahutar et al., 2021). Character education has not been implemented

optimally due to the ineffectiveness of managerial functions at many schools (Muslim, 2021), and the lack of character values influences students' attitudes at school.

At present, the phenomena of degradation of students' characters, including ethics and morals, are due to factors like the massive use of gadgets (Atika et al., 2019). Students have their cognitive skills declined due to the increase in truancy and cheating on the exam (Massie & Nababan, 2021), the increase in brawls and bullying (Ardian, 2017; Febriyani & Subiyantoro, 2022; Kulkarni & Karim, 2022), and indifferent to environment cleanliness (Marini et al., 2019). Another study found that it is caused by teachers' lack of knowledge on implementing character education (Heriyanto et al., 2019).

The curriculum is the guideline to educate children (Volungevičienė et al., 2020) to achieve academic success (Gasinets et al., 2022) and character values so that they can be prevented from various problems (Muhamad, 2020; Purnamasari & Hanifah, 2021). The curriculum is developed to improve students' affective and psychomotor skills (Karmila Putri et al., 2022).

The curriculum has to lead the learning to achieve the education target through various processes (Sanjaya & Sanjaya, 2008). The curriculum provides extracurricular, co-curricular, and non-curricular activities (Shilviana & Hamami, 2020) to improve the quality of students (Munadi et al., 2021).

Intracurricular activities are the main school programs that are systematic, scheduled, and structured (Faisol et al., 2019; Sulistiawati & Nasution, 2022). Dominant intracurricular activities are carried out in classrooms with formal subject materials using books and supporting media such as laboratory equipment (Lestari & Sukanti, 2016) to encourage the development of students' academic skills through learning (Barendrecht et al., 2022; Muslim, 2021). Extracurricular activities are informal learning programs providing materials that are adaptive to the trends, demands, and needs of the present era.

Extracurricular activities are carried out outside the classroom to develop students' potential, apply their knowledge, and guide them to develop their potential and talents through mandatory and optional activities. (Ubaidah, 2014), as well as shape the character of students in the fields they are interested in

(Arip Budiman & Riki Nasrullah, 2022; Primasatya & Imron, 2020). Intracurricular and extracurricular activities are potential media for building character and improving the academic quality of students (Lestari & Sukanti, 2016). Co-curricular activities are to continue learning the formal didactic curriculum (Knight & Novoselich, 2017). Co-curricular activities foster and support intra-curricular activities to deepen understanding and train students' responsibilities (Mujiwati et al., 2020). This activity also fosters character values from the deepening and enrichment of intracurricular activities according to the competencies targeted by the curriculum (Jackson & Rowe, 2022; Rahman et al., 2021). Co-curricular activities are carried out by schools outside class hours to help students explore and appreciate various subject matter (Shilviana & Hamami, 2020). Non-curricular activities are to make students understand about protecting the environment. Love for the environment does not appear suddenly but needs to be taught and accustomed to. These non-curricular activities are directed at familiarizing students with various activities such as community service, clean living, and dirty hazards, disposing of trash in its place, reading non-classical books, getting used to praying, holding meetings with parents/guardians of students, involving students in solving problems at school. Schools and communities, awareness of planting trees, and such.

Curricular activities accommodate the students' character development at school (Sanjaya & Sanjaya, 2008). Character building here is intra-curricular, co-curricular, extra-curricular, and non-curricular activities to create and familiarize students with the practice of character values. (Nurcahya hartiwisidi, 2022; Suwito, 2012b). Character posterization gets attention from many parties. It is important to accustom students to practicing good values, which include moral knowing, moral feeling, and moral action (Lickona, 1992) (Rijal et al., 2023). The application of exemplary-based character education is to prevent students from carrying out negative behaviors. Habituation and exemplary character education are like teaching good speech and behavior, religiosity, honesty, discipline, democracy, national spirit, love for the motherland, care for the environment, and social care. Haling (2021) states that character education is an alternative to fostering a better generation of the nation.

Based on the problems above, one alternative is to implement character education. Character education can improve the quality of the nation's young generation in various aspects that can counteract the causes of various problems in society. It is to shape the human character as a whole (holistic). Thus, a character education curricular program is needed to foster children in school. This research tries to improve the quality of students by developing curricular programs based on the character values needed by students. These values need to be developed continuously so that students are aware of character values that can underlie them to become mature individuals and able to adapt to rapid changes in life patterns.

These character values need to be studied and designed in a curricular program. The curricular program aims to humanize students by instilling character values.

METHOD

This research is to develop a curricular program to instill character values in students. The programs developed here include intra-curricular, co-curricular, extra-curricular, and co-curricular. The product was reviewed to measure its validity and practicality. This study used a quantitative and qualitative approach (*mixed research design*) (Cresswell 2004; Morgan 2007). The subjects of this study were experts, policymakers, teachers, and students. The instruments used to collect data were questionnaires, interview guides, and documentation analysis. Data were analyzed through three stages, namely needs analysis, product validity testing, and field testing by prospective users using descriptive analysis. Product quality was divided into three categories, namely medium, good, and very good.

RESULTS AND DISCUSSION

Resultss

1. Description of character values that need to be included in the development of curricular programs

The research findings show that the implementation of character education at junior high school is through four sectors (intracurricular, cocurricular, extracurricular, and noncurricular). Unfortunately, they had not

been implemented optimally because a curricular program was not developed based on the demand. Character values that should be developed through curricular program are religiosity, politeness, courtesy, honesty, responsibility, forgiveness, patience, compassion, helpfulness, obedience, friendliness, diligence, cleanliness, tidiness, and discipline

2. Results of Validation on Curricular Programs for Character Education

The target of this developmental study is to produce a valid curricular program for character education. The product was assessed by education experts. The validity was to measure the accuracy of the content and to give input for the improvement of the product. The assessment had four categories: very good, good, medium, and low.

To measure the feasibility of the program, the validators assessed three aspects, namely: content and design, language, and graphics/media. The results of curriculum program validation are presented in Table 1.

Table 1 shows that the curricular program developed in this study had a mean score of 4.80 or 96%, categorized as "Very Valid". The experts assessed the feasibilities of the following components: (1) content and design including title, vision, mission, goals, activities, sub-activities, main characters, specific goals, strategies, and time, (2) Language: Accurate spelling, easy to understand, the appropriateness between language and students' development, and the accuracy of terms, (3) the feasibility of graphic/media: media/visual is factual and consistent with the content, the graphic layout is aesthetic, dynamic, and interesting making the content easy to understand, and Has high readability levels. Each aspect fulfilled the feasibility criteria so that the product has feasible content and design, language, and graphics based on target users' needs.

3. Target Users' Responses (Teachers, Students) on the Curricular Program

a. Target Users' Responses (Teachers, Students) on the Intracurricular Program

Intracurricular activities are the school's main program, systematic, scheduled, and structured. The activities are generally carried out in the classroom presenting formal material from books or supporting equipment from laboratories. The activity aims to develop

student's academic skills and character values through learning.

To evaluate the intracurricular program, the target users assess some aspects, including the type of activities and the appropriateness of

the character values to be developed. The result of the assessment show that the product is very good. The details of the assessment are presented in the table 2.

Table 1. Results of Validity Test on Curricular Program

No	Components of Curricular Programs	The Averages of Character Values	Categories
1.	The Feasibilities of Content and Design		
2.	Vision	5,00	Very Valid
3.	Mision	4,80	Very Valid
4.	Types of Activities	5,00	Very Valid
5.	Sub Activities	4,60	Very Valid
6.	Characters that need to be developed	4,60	Very Valid
7.	Specific Goals	4,60	Very Valid
8.	Strategies	4,80	Very Valid
	Time target	4,80	Very Valid
1.	The Feasibility of Language	4,60	
2.	Accurate spelling	4,60	Very Valid
3.	The language is easy to understand	4,60	Very Valid
	The appropriateness between the language (terminologies) and students' development		Very Valid
1.	The Feasibility of Graphic/Media	4,60	
	media/visual is factual and consistent with the content	4,60	Very Valid
2.	The graphic layout is aesthetic, dynamic, and interesting, making the content easy to understand/	4,60	Very Valid
3.	Has high readability levels		Very Valid
	Mean	4,80	Very Valid

Table 2. Assessment of Target Users on the Intracurricular Program

No	Intracurricular Programs	The Average Scores of Developed Characters	Categories
1.	Learning activities	4,70	Very Good
2.	Lesson plan	4,00	Very Good
3.	Hometeacher Activities	4,65	Very Good
4.	The Integration of Character Values	4,65	Very Good
	Average Scores	4,50	Very Good

Table 2 shows that the intracurricular program developed in this study got an average value of 4.50 or 90%, categorized as "Very Good". To assess the feasibility of the program, the target users assessed some components,

including learning activities, lesson plans, homeroom teachers' activities, and the integration of character values. Each aspect fulfilled the feasibility criteria, so that was considered based on the target users' needs.

b. Target Users' Responses on the Cocurricular Program

To evaluate the cocurricular program, the target users evaluated some aspects related to it, including a training program, self-development program, leadership training program, Clean Friday program, spiritual

program, Islamic studying program, the commemoration of big Islamic days, guidance and counseling program, and speech contests. All aspects got good scores, and they were in the Very Good category. The details of the assessment results are presented in the following table 3.

Table 3. Assessment of Target Users on the Cocurricular Program

No	Cocurricular Programs	The Average Scores of Developed Characters	Categories
1.	training program	4,60	Very Good
2.	self-development program	4,60	Very Good
3.	leadership training program	4,80	Very Good
4.	Clean Friday program	4,80	Very Good
5.	spiritual program	4,60	Very Good
6.	Islamic studying program	5,00	Very Good
7.	the commemoration of big Islamic days	4,60	Very Good
8.	guidance and counseling program	4,60	Very Good
9.	speech contest	4,70	Very Good
Average Scores		4,70	Very Good

Table 3 shows that the cocurricular program developed in this study got the average score of 4.70 or 94%, categorized as "Very Good". To assess the feasibility of the program, the target users evaluated the components consisting of a training program, self-development program, leadership training program, Clean Friday program, spiritual program, Islamic studying program, the commemoration of big Islamic days, guidance and counseling program, and speech content. Each aspect has fulfilled the feasibility criteria so that the product is

considered to match the needs of the user candidates.

c. Target Users' Responses (Teachers, Students) on the Extracurricular Program

To evaluate the extracurricular program, the target users evaluated some aspects related to it, including Scout, School Health Unit, School Festivals, Sports Training, Arts Training, School Sports and Arts Competitions, and Social Service. Assessment made by Target used put the program in the Very Good category. The details of the assessment results are presented in the following table 4.

Table 4. Target Users' Responses (Teachers, Students) on the Extracurricular Program

No	Extracurricular Programs	The Average Scores of Developed Characters	Categories
1.	Scout	4,00	Very Good
2.	School Health Unit	4,60	Very Good
3.	School Festivals	4,70	Very Good
4.	Sports Training	4,70	Very Good
5.	Arts Training	5,60	Very Good
6.	School Sports and Arts Competitions	4,80	Very Good
7.	Social Service	4,80	Very Good
Average Scores		4,80	Very Good

Table 4 shows that the extracurricular program developed in this study had an average score of 4.60 or 92%, meaning that it was categorized as "Very Good". The assess the feasibility of the program, the assessors evaluated some programs, including Scout, School Health Unit, School Festivals, Sports Training, Arts Training, School Sports and Arts Competitions, and Social Service. Each aspect fulfilled the feasibility criteria so that they are considered to fulfill the target users' demand.

Discussion

1. Needs of Character Values

The research findings show that the implementation of character education at junior high school was through four types of learning, namely intracurricular, cocurricular, extracurricular, and noncurricular programs. The implementation of character values was based on the theory of Suparno et al. (2002), which categorized the models into four groups, namely: (1) the model is an independent subject; (2) the model is integrated into other subjects; (3) the model is outside the learning; and (4) mixed model. Teachers should be ready for any conditions and fulfill the learners' needs when applying one of the models. It is emphasized by Arismunandar (2010) that character education can be implemented through three models, namely: school management, learning, and self-development.

The study identified some character values that need to be included in the curricular program, including religious values, courtesy, honesty, discipline, cleanliness, diligence, and neatness. Those values are mandated by the Curriculum 2013, a value-based curriculum, and by recommendation of the Ministry of Education No.20 of 2003 on the formation of a complete human being.

Based on the character values which need to be embedded in students and various models for implementing character education, we developed curricular programs to realize character education consisting of intracurricular, cocurricular, extracurricular, and noncurricular activities. We named the program as "Curricular Programs for Embedding Character Values to Students". It is a strategy to habituate students to implement positive values through attitudes that include *moral knowing*, *moral feeling*, and *moral action* (Lickona 1991). Through this curricular program, students can create,

habituate, and implement kindness values in their daily acts.

2. Validity of Product

The curricular program for character education to embed character values for students has got approval from the experts. The assessment was made on the title, vision, mission, goals, types of activities, sub-activities, main characters which are developed, specific goals, strategies, and time targets. The validation shows that all components of the curricular program met the criteria. Brog dan Gall (2007) stated that expert judgment can be used as the basis to validate a product. A validity test is an important step in development research after finishing the prototype. It aims to ensure that the product fulfills the criteria of content and design. It is also to confirm whether the product can fulfill the need of the target users.

Thus, the content and design of the curricular program for character education developed in this study are accurate. The product is expected to help students to differentiate the right and wrong things (Lickona 1992). The curricular program was developed to support students to collaborate and respect each other and build the students' morality in the classroom (Megawangi 1989).

The content of the character education curricular program invites students to interact in social activities and develop their sensitivity. Students will also learn to respect others. The content has to include three main components, *knowing the good*, *loving the good*, and *doing the good* (Lickona 1991). The program is developed to focus students on generating knowledge and show good values through their acts.

3. The Response of target users to Curricular Program

The curricular program of character education, which has got approval from the experts, will facilitate students to learn. The assessment carried out by the target users indicated that all components of the curricular program are very good. Thus, the target users have expected and given positive responses to the program developed in this study, meaning that it is feasible to be applied. The program is to habituate students to show positive character in their daily lives. It will become a solution for the moral degradation experienced by students through intracurricular, cocurricular,

extracurricular, and noncurricular school programs.

CONCLUSIONS AND SUGGESTIONS

The findings show that: (1) studies on the need to develop a curricular program to embed character values indicate that: the implementation of character values in education through curricular activities has run well in each program but still not optimally. Character values that we identified need to be developed through the program are: religiosity, politeness, courtesy, honesty, responsibility, forgiveness, patience, compassion, helpfulness, obedience, friendliness, diligence, cleanliness, tidiness, and discipline; (2) the character education curricular program is valid and based on students' need. The assessment shows that each component is very valid; (3) Target users' response indicates that the character education curricular program is Very Good. It means that the product can help students to understand the material, is easy to use, and fulfills teachers' and students' needs. To develop the curricular program, it should be implemented in all educational institutions and used as a reference in developing students' character values.

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