Character-Based Curriculum Development Strategy for Education Units in Elementery Schools

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Abstract. This research examines character-based curriculum development strategies in elementary schools. The applied research approach includes document analysis, observation, and in-depth interviews with teachers and decision makers in the education sector. This research shows that integrating a character-based curriculum can not only improve academic achievement, but also improve students' moral and ethical values. Implementing this strategy requires full support from all stakeholders, including teacher training and professional development. These results highlight the importance of a comprehensive approach to curriculum development that focuses not only on cognitive aspects but also on student personality development.
Keywords - curriculum development, character, basic education

I. INTRODUCTION

Responding to the dynamics of globalization and rapid technological advances, character education has emerged as one of the fundamental pillars of the education system in Indonesia. This is based on the belief that character education can produce people who are not only intellectually brilliant but also uphold morality, empathy, and social responsibility. In line with the national education vision which is oriented towards developing young people with noble character, various elementary schools have begun to integrate character education into their curriculum.

This article aims to examine strategies for developing a character-based curriculum in elementary schools (SD) by taking the example of practice at SD Muhammadiyah 5 Porong. This school is known as one of the educational institutions that is active in implementing comprehensive character education. Through field observations, this article will explore various strategies and best practices implemented at SD Muhammadiyah 5 Porong in developing a character-based curriculum.

Implementing a character-based curriculum in elementary schools is essential considering that the basic education phase is a crucial period in forming children's character. At this stage, children begin to absorb moral and ethical values that will become the foundation of their personality in the future. Therefore, the formulation of a comprehensive curriculum development strategy needs to be carried out to accommodate children's developmental needs and ensure the effectiveness of the character education they receive.

The character-based curriculum at SD Muhammadiyah 5 Polon is implemented comprehensively, including curriculum design, learning methodology, and assessment systems. The curriculum design is integrated with character values, realized through instilling these values in each subject. For example, in the Al-Qur'an hadith subject, students not only read the letters al-Rahab and an-Nasr but are also invited to understand the meaning and values contained in them. In Sharia prayer subjects, apart from learning how to pray, students are also encouraged to practice them actively and understand the meaning behind each movement.

SD Muhammadiyah 5 Porong's commitment to character development is also realized through increasing teacher competency through special training. Teachers are trained to integrate character education effectively in the teaching and learning process. The character-based curriculum at this school is designed adaptively, and tailored to the individual characteristics and needs of each student. Recognizing the potential and uniqueness of each child, the curriculum is designed to take into account their stage of cognitive, social, and emotional development. This is reflected in learning

activities designed to foster independence, responsibility, and a spirit of collaboration between students.

The implementation of a character-based curriculum at SD Muhammadiyah 5 Porong is very dependent on the central role of educators. Teachers are not only transmitters of lesson material but also role models for students in practicing character values. Therefore, this school encourages teachers to become role models and provides regular training to improve their competence in instilling character values. Teachers are trained to use creative and innovative teaching methods, such as educational games, stories, and drama, to make learning more interesting and meaningful for students. Apart from that, they are also trained to carry out comprehensive assessments that not only focus on cognitive aspects but also the affective and psychomotor aspects of students.

Assessment and evaluation are also an important part of implementing a character-based curriculum. At SD Muhammadiyah 5 Porong, assessment is carried out holistically by considering the development of student character. This assessment includes observations of daily behavior, student self-reflection, as well as feedback from peers and teachers. SD Muhammadiyah 5 Polon's commitment to character development does not stop at program implementation but is also realized through regular evaluations to measure its effectiveness. The results of this evaluation are used to make continuous improvements to the program so that the character education program at this school continues to improve and becomes more in line with student needs.

This article comprehensively examines character-based curriculum development strategies that focus on synergy between educational units, student profiles, as well as educators and education staff. Through this in-depth presentation, it is hoped that this article can become a practical guide for other schools in designing a character-based curriculum and open insight into the best practices for implementing character education in elementary schools. More specifically, this article focuses its study on SD Muhammadiyah 5 Porong as a form of appreciation towards the efforts of schools that have successfully integrated character values into their curriculum and as a source of inspiration for other educational institutions. Through field observations, this article obtains an in-depth picture of the implementation of character education in the lower grades, which is expected to become a valuable reference for curriculum development in various elementary schools in Indonesia.

Through the strategies that have been described, it is hoped that character education can become more effective and have a real positive impact on the character development of children in elementary schools. In this way, Indonesia's young generation can grow into individuals who are not only academically intelligent but also have strong character, who are ready to face the challenges of globalization and c Furthermore, to support the success of character education, it is important for all stakeholders, including parents, the community, and the government, to collaborate actively. Parents play an important role in instilling character values at home, while society and the government can support character education programs through supportive policies and adequate facilities. It is hoped that this collaboration can create an environment that is conducive to the development of children's character, both at school and outside of school.

We hope that through various initiatives and collaborations, character education in Indonesia can continue to develop and have a truly positive impact on future generations. Good character education will produce human resources who are not only ready to face the challenges of the modern world but can also make positive contributions to society and the country. Through this article, we hope that the insights and best practices of SD Muhammadiyah 5 Porong can be an inspiration for other schools to continue to develop and implement effective character education.ontribute positively to society.

Apart from that, character education can also have a broad impact on students' social environment. Children who are raised with strong character values tend to grow into individuals who are more sensitive to the social problems around them and have a strong desire to participate in useful social activities. This creates a generation that not only excels academically but also cares deeply about society and the environment. Apart from that, with the development of information technology, character education can also be integrated through digital media. Teachers can utilize various digital platforms to deliver character education materials more interestingly and interactively. For example, the use of learning videos, online educational games, and other educational applications can help students understand and internalize character values in a fun and effective way.

It is also important to note that character education is not a task that can be completed in a short time. The process of character formation requires a long time and patience. Therefore, consistency and continuity in the implementation of character education programs are very important. Schools need to continue to monitor and evaluate the programs that have been implemented and make necessary adjustments so that these programs remain relevant and effective in achieving the expected goals.

Finally, it is hoped that the success of character education at SD Muhammadiyah 5 Porong can become a model for other schools in Indonesia. By learning from the best practices that have been carried out, it is hoped that other schools can adopt and adapt strategies that have been proven effective in developing a character-based curriculum. Through collaboration and sharing of knowledge between schools, the quality of character education in Indonesia can continue to be improved, creating a young generation who is ready to face the future with strong character and high integrity. Through the strategies that have been described, it is hoped that character education can be more effective and have a positive impact.

II. METHODS

This article was written using qualitative research methods. Qualitative research collects data by interacting directly with data sources. In this interaction, researchers and data sources have different backgrounds, views, and perceptions, and are bound by their respective values in collecting data and writing reports. Research using this method is carried out in natural conditions so that research is carried out directly with data sources and researchers as the main means. Qualitative research is more descriptive. The data collected is in the form of words or images (Nasution, 2023).

This research uses a literature review or literature study approach. A literature review is a technique for detecting or solving certain problems. Alternatively, it can be said that a literature review is a scientific process that produces results in the form of reports that aim to conduct scientific research or focus research. Research with literature reviews aims to inform readers about the results of other research that is closely related to the research conducted. The literature review includes reviews, summaries, and the author's thoughts on several library sources (articles, books, slides, information from the Internet, images graphic data, etc.) regarding the topic being discussed.

In this research, the author conducted observations and interviews at the research location, namely SD Muhammadiyah 5 Porong. The author made direct observations at the school and participated in classroom learning. In this observation, the author interacts directly with the data sources, namely students and educators. Not only observations, the author also conducted interviews to collect data from educators, teaching staff, and school principals.

After collecting data through observations and interviews, the author compiled an article with the results of data collection through observations and interviews. Not only the data obtained during

observations and interviews, the author also looked for other data related to the discussion in the article. Data is obtained through journals or books related to the discussion.

III. RESULTS AND DISCUSSION
A. Characteristics of students

Teachers must understand students' characteristics and abilities when formulating learning plans. Initial student competency analysis is an activity of identifying students based on needs and characteristics to determine specifications and qualifications for changes in behavior or goals and materials. Student characteristics are defined as the characteristics of students' personal qualities which usually include academic abilities, age and maturity, subject motivation, experience, skills, psychomotor skills, cooperation abilities, and social abilities (Atwi Suparman, 2001): 123).

Apart from the general characteristics mentioned above, there are also special characteristics called unconventionality, including minorities (tribes), disabilities, and maturity. This has an impact on the use of language, awards or recognition, special treatment, and strategic approaches in the teaching and learning process. Apart from the general characteristics mentioned above, there are also special characteristics called unconventionality, including minorities (tribes), disabilities, and maturity.

The characteristics of elementary school students are that children's thinking abilities develop from concrete to abstract, and children should not be forced to enter the next stage of development. The child must understand the material presented previously before the new teacher can move on to the next level. In addition, children need to carry out learning activities through direct experience, because it is suitable for children in elementary school through constructivism. Elementary school-age children are very unique. Every child has a different personality, so teachers cannot force children to do things they don't like. Most elementary school children still like to be selfish (selfish), but as time goes by children will realize that they cannot live alone. Therefore, children will understand the importance of helping others in life. Apart from that, children need language that is effective and easy to understand.

Elementary school students, especially the lower classes, do not yet master much vocabulary, so the language used must be easy for elementary school students to understand. Kids also love trying games. In this case, students in lower classes generally prefer things related to games, while students in higher classes are more curious. Because of their curiosity, children don't give up easily so they get what they want. Every student has a different learning style. After carrying out a diagnostic assessment of students at SD Muhammadiyah 5 Porong, it was discovered that each student had a different learning style, some were visual, auditory, and kinesthetic. Children with a visual learning style are characterized by being able to remember more easily by seeing, not easily distracted by noise when studying, enjoying reading and being interested in pictures, while children with an auditory learning style are also characterized by children with an auditory learning style. Style. This is because they easily remember what they hear, enjoy reading or listening, and cannot learn in a noisy environment. Meanwhile, children with a kinesthetic learning style are characterized by preferring physically busy activities and preferring to learn through direct practice.

This has an impact on the use of language, awards or recognition, special treatment, and strategic approaches in the teaching and learning process. (Jaleel, (2012)). Character is defined as the values of human behavior expressed in thoughts, attitudes, emotions, words, and actions

about God Almighty, oneself, fellow humans, the environment, and the nation based on religious norms, laws and rituals, culture, and culture.

Character education is the instilling of moral values in school students, which includes the components of knowledge, awareness, or preparation and the actions needed to achieve these values. Including God Almighty (YME), oneself, other people, the environment, and nationality which make human existence (Saifurrohman, 2014). At the same time, Lickon argues that character education is defined as consciously helping someone understand, obey, and practice ethical values.

Teachers have a goal in educating, and the goal of education in the final analysis is the formation of students' character. Character education in the school environment helps students develop a sense of morality and responsibility by forming and teaching good morals through universal values. The habit that has been developed since then is to maximize the implementation of character education through the synergy of all school departments to shape students' personalities by instilling good values in these habits. The family, school, and community environments are environments that have a big influence on character education.

Indonesia provides character education starting from elementary school, covering religion, national sentiment, etc. Indonesian character education has several basic pillars of character, namely: Love for God and all the contents of the universe, responsibility, discipline and independence, honesty, respect and politeness, compassion, care and cooperation, self-confidence, creativity, hard work, simplicity, justice and leadership, kindness, humility, tolerance, love of peace, unity.

B. Educators and Education Personnel

An educator is someone who has the task of providing direct instruction to students, and an educational staff is someone present to support and serve activities related to education. Educators are professional staff who act as learning facilitators for students, such as teachers, instructors, consultants, tutors, facilitators, and trainers. Educational personnel include heads of educational units, owners of formal educational units, library personnel, laboratory personnel, learning resource technicians, classroom personnel, administrative personnel, psychologists, social workers, therapists, and school cleaning personnel (Bachtiar, 2016). From the explanation above, it can be concluded that educators and education personnel are potential human resources involved in achieving educational goals.

Educators and educational staff are components in an educational institution, not only teachers but all those involved in education. Judging from the factors, educational staff positions can be divided into three areas. The first structural staff is educational in the position of general manager (head) who is in charge of educational units, such as school principals and deputy school principals. Secondly, functional staff are positions that rely on academic expertise to carry out their duties, for example, teachers, guidance or counseling teachers, and so on. Lastly, technical education personnel whose implementation requires further technical operational or management skills, such as laboratory assistants, TU staff, and others.

Seeing the importance of educators in the world of education educators cannot be replaced by anyone or anything. Therefore, educators must have the right competencies according to existing regulations. Educator Competency is the ability or skill that educators must have to meet the quality standards that must be met. There are four educational competencies, the first is pedagogical competency. Pedagogical competence includes managing students, understanding

the knowledge and basics of education, understanding students, implementing the curriculum, designing learning, implementing pedagogical and interactive learning, using learning technology, and evaluating learning outcomes (Rahman, 2022). At SD Muhammadiyah 5 Porong, educators understand the characteristics of students so they know what models, methods, or strategies to use when learning. Educators also always plan learning outcomes, strategies, methods, or models that will be used before learning takes place.

Second, namely, personality competency is a source of strength, a source of inspiration, a source of motivation, and a source of innovation for educators to have the other three competencies. Therefore, at this time it is very important to develop the personality skills of educators. An educator's personality has a significant influence on whether or not the educator's identity is attractive in the eyes of other people. The character of an educator determines whether the educator will build great students or destroy their future (Nilma Zola, Mudjiran Mudjiran, 2020). Educators at SD Muhammadiyah 5 Porong always develop and maintain their educational character, namely by maintaining good manners and always setting good examples for students.

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Fourth, namely, professional competence. Professional competency shows that an educator must be able to balance improving the quality of national education and increasing expertise and skills in carrying out duties as an educator. Professional development can be interpreted as an educator's career process in optimizing educators' teaching to meet the needs of students in the teaching and learning process (Rahman, 2022). In professional competence, educators are also required to understand the material, and ICT, and master basic competencies. At this time progress and challenges are developing very rapidly, as an educator and education staff in general you have to continue learning, you have to develop yourself with new things in the world of education. If education in a school is to progress, then one thing that is needed is professional educators and education staff. Educators can be said to be professional if they can understand and master teaching materials, manage the teaching and learning process, manage the class, use technology or media and teaching resources in learning, understand the foundations of education, assess student achievement for the lesson, can interact in learning -teach well, carry out evaluations at the end of learning, collaborate with other educators, and carry out learning administration by carrying out lesson plans and creating a syllabus. Therefore, educators at SD Muhammadiyah 5 Porong are required to take part in teacher competency development activities. So that educators can develop their abilities and become professional educators. By participating in teacher competency development activities, they can adapt to the latest technology today. Educators can also use applications as media in learning. With the skills of professional educators, learning can be made more effective.

It is not only educators who must have and improve their competence. Education staff must also have and continue to improve their competence. The following are the competencies that must be improved. The first is increasing personal competence, as educators you must always

uphold disciplinary values. Educators must also exemplify an honest attitude in acting and serving the school community. Second, there is social competence, teaching staff must be able to interact with each other with good communication. Finally, there is Technical Competency, education staff must master technology management, curriculum, finance, student affairs, infrastructure, and special services (Anita Oktavia, Andi Warisno, Nur Hidayah, 2021). Therefore, to form and have professional teaching staff, SD Muhammadiyah 5 Porong always carries out special training to develop the competence of the education staff. Not only that, in selecting educational staff at SD Muhammadiyah 5 Porong, we have criteria and correctly select educational staff that suit their field.

In this case, the school principal has full responsibility for improving these skills. School principals must show their personal progress through concrete words and actions to educators, education staff, and even students. Actions like this must be carried out by school principals to exemplify an honest attitude in acting and serving. This can be realized through the attitude of the school principal who always guides educators and education staff and also acts as a consultant for educators in solving their problems.

There are also social competencies that an education worker must have. The social competency in question concerns how educational staff, both individuals and organizations, interact with each other through good interpersonal communication. Efforts to increase these competencies are carried out to make educational staff professional and optimize their duties and functions.

Educators and educational staff are equipped with the competencies needed to fulfill government regulations and community needs so they can carry out their duties and tasks professionally. Most importantly, educators must have minimum qualifications and certification by the level of educational authority, be physically and spiritually healthy, and be able to achieve national education goals. Educators and education staff have the right to receive the following benefits, adequate income security and social security, awards based on tasks and work performance, as well as professional development by quality development guidelines. Educators and education staff also must create an educational atmosphere that is meaningful, interesting, creative, dynamic, and interactive. Educators and education staff must also be committed professionally to improving the quality of education, ultimately providing an example and maintaining the good name of the school, profession, and position by the trust given to them by the school.

Educators and education staff have an important role in forming and implementing a character-based curriculum in elementary schools. In developing the curriculum, educators and education staff are involved, because they contribute to determining the points that they want to instill in students and designing learning objectives, determining learning methods and strategies that suit the needs and characteristics of students. They are responsible for implementing a character-based curriculum in daily learning activities. This includes planning and implementing learning activities that support student character development. Educators and education staff are good examples and demonstrate positive behavior that is in line with the character values desired by the school. At SD Muhamadiyah 5 Porong, educators and education staff have become good examples, one of which is that during midday prayers, educators and education staff will pray in the school prayer room in congregation with students, so that students will imitate what educators and education staff do. Things like this can be done through daily interactions with students, clear communication, and consistency between words and actions.

They have an important role in guiding and nurturing students in their character development. This includes providing encouragement, recognition, and support to students in internalizing character values. Educators and education staff also need to collaborate with parents and the community to support the implementation of a character-based curriculum in schools. They can involve parents in supporting character learning at home and organizing joint activities with the community. They are also responsible for evaluating the effectiveness of implementing a character-based curriculum and monitoring student character development. This evaluation can be used to make necessary improvements and adjustments to the program. Through these roles, educators and education personnel can make a significant contribution to shaping the character of students and creating a learning environment that supports the moral and ethical development of students.

C. Educational Unit Partnership

In terms of the origin of the word, "partnership" comes from the basic word "partner" which in the Big Indonesian Dictionary (KBBI) is defined as a friend, companion, or workmate. The online dictionary provides a more comprehensive meaning of partnership, namely a cooperative relationship between individuals or groups of individuals who are committed to working together to achieve common goals that have been set (Sania, 2020). The School Committee Empowerment Module published by the Director General of Primary and Secondary Education Management emphasizes that partnership in the context of reciprocal relations between schools, families, and communities is not only limited to formal cooperation with written documents, but rather more about mutually beneficial interactions between parties, where each party works together to achieve common goals. (Sania, 2020)

In Lendrum's view, a quality partnership is a sustainable collaboration based on mutual trust between partner institutions and provides benefits for all parties involved (Lendrum, 2004). In D.W.'s view, partnership is a mutually beneficial cooperation, by placing both parties in an equal position. This partnership contains the meaning of cooperative activities, where each party helps each other to achieve common goals (D.W., 2006). Elementary School Education Partnership is defined as a multi-party synergy between the government, local government, community, government, non-government institutions/organizations, and the business world/business entities to jointly expand access and improve the quality of elementary school education services. This synergy is bound by the agreement and role of each party by adhering to the principle of mutual need, mutual strengthening, and mutual benefit. SD Muhammadiyah 5 Porong collaborates with various parties in various forms, as described below.

The first is Muhammadiyah University of Sidoarjo is a form of cooperation between Muhammadiyah Elementary School 5 Porong and Muhammadiyah University of Sidoarjo, namely providing training for teachers in developing their competencies. And providing facilities for teachers to get a scholarship for a master's degree at Muhammadiyah University of Sidoarjo.

The second Ummi Foundation is a form of cooperation between SD Muhammadiyah 5 Porong and the Ummi Foundation, namely to improve the quality of learning to read and write the Quran. The Learning Implementation Plan and also the achievement of learning targets are used as a reference for learning by those selected by the Ummi foundation system. The RPP used refers to the Target of the Al-Quran Teaching Program for Kindergarten Children in the Ummi Teacher Certification Module Book. In addition, teachers also prepare materials, learning media, and classrooms that will be used that day (Rahman, 2022).

SD Muhammadiyah 5 Porong collaborates with SD Muhammadiyah 2 Tulangan as the third form of collaboration. This collaboration aims to provide training and education in handling students in the category of Children with Special Needs. The concept of inclusive education emphasizes the importance of the readiness of schools and educational institutions to provide educators who have adequate competence and understanding to educate and teach each student. This is based on the understanding that individual differences and learning styles are common and normal (Wati, 2014). Inclusive schools can trigger understanding for regular students and children with special needs that inclusive schools can act as a means of therapy in balancing social interactions between regular children and children with special needs (Robiatul Munajah1, 2021).

Fourth, Kedungsolo Health Center forms a cooperation between Muhammadiyah Elementary School 5 Porong and Kedungsolo Health Center, namely for handling student health such as eye, dental, and ear health screening, and immunization. Cooperation between health centers and schools is implemented through programs designed to improve the health of school-age children as a whole. This program is known as the Trias School Health Efforts (UKS) (S., 2010).

The fifth, the Sidoarjo Regional Library forms a collaboration between Muhammadiyah 5 Porong Elementary School and the Sidoarjo Regional Library, namely to improve student literacy. The existence of a library also becomes the heart of the school, or in other words, it becomes the most important thing, especially at the elementary school level. The library is an important part of elementary school because at this level students can get used to being creative and innovative by searching for and sharing sources of information with their friends (Munawarah, 2020). Therefore, the importance of reading cannot be denied in achieving success in school. Students are required to have adequate reading skills to understand and learn various subjects taught in class (Listyorini, 2016).

The sixth Muhammadiyah Regional Leadership Innovation (PWM) implemented through collaboration with SD Muhammadiyah 5 Porong focuses on developing literacy, numeracy, innovation skills, and creativity of students. Learning activities are designed with an innovative and creative approach, utilizing adequate learning media, and fostering innovative and creative mindsets in students. Various strategies can be applied to foster and develop innovation and creativity space for students, such as fostering enthusiasm for learning, technological literacy, interpersonal communication and collaboration skills, and independent learning skills (Dzulfiqar Restu Afghani, 2020). The optimal learning and teaching process must be able to increase students' motivation to be creative and innovative, utilize technology in the learning process, develop communication skills to solve problems collaboratively, foster a culture of learning together and collaborating to share knowledge and experiences, and encourage students to learn independently and determine the learning style that suits them. (Daga, 2021).

The cooperation between SD Muhammadiyah 5 Porong and Candipari Swimming Club aims to foster students' talents and interests, especially in the field of swimming. The school provides a place for extracurricular swimming activities as a place to channel students' talents, interests, hobbies, personalities, and creativity. This activity can also be used to identify students' talents professionally, help them develop hidden talents, build positive characters, and be a place for students to be themselves with unique personalities and characteristics (Eny Tarbiyatun Sayidah, 2014).

The eighth BSI forms cooperation between SD Muhammadiyah 5 Porong and Bank BSI, namely for school financial management. Choosing a trusted partner is a mandate for the school

because financial management is very important regarding the sustainability of the success and effectiveness of activities taking place at school.

V. CONCLUSION

The strategy of developing a character-based curriculum for elementary school education units can be done by developing a character-based curriculum in elementary schools effectively by understanding the characteristics and initial abilities of students. This can be achieved through a comprehensive learning planning process and in-depth analysis of the needs and characteristics of students. A thorough understanding of students allows for the preparation of appropriate learning objectives and materials so that learning can have a positive impact on the development of children's character and produce the next generation with noble character.

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