The Development of Curriculum Learning Centered for Student Character Achievement

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Abstract—**This study aims to find out how the development of a centralized learning curriculum to improve student character achievement. This research practice research and development method or development research, an effort or activity to develop an effective product for the school. This research concludes that curriculum Development Model Based on the Student Centered Learning to Achieve the Character Education in Muhammadiyah Primary Education has an appropriate development capability. Although, some aspect requires special attention, such as in compiling the learning material, RPP or Lesson Plan, and a selection for an appropriate learning method.**

Keywords—development of curriculum; learning centered; student character

I. Introduction

Primary Education against some serious problems with high complexity level in the era of ASEAN economic community. Today, education becomes a highly important requirement in the society, because education has an advantage for sustain and develop the process of human life. An education in human being will transfer knowledge, values, skill, and technology to the next generation. Education is also guarantee cultural sustainability and human civilization on this earth. Education has two definitions, education in term of broader meaning as a part of this life and will be always process during this life. Education in a narrower meaning is a learning process practices in the school [1].

Learning process with conventional learning model cause the student will not have a significant activity role during the learning process. The student tends to listen and accept the explanation and the student have no capability to express their opinion broadly and frankly. This condition would not empower the student capability and willingness for an improvement from learning activity through interaction with the environment. Consequently, this condition would not develop an understanding and knowledge of the world. This condition is closely related to the character education development since the early stage [2].

Character education is a new thing today, even it has been existed before. Development of values as a personal characteristic has been practice since a long time ago. However, along with the time, personal characteristic values should realize over again into an organization of educational activity in all learning process. The development of the values

embedded into the Lesson Plan or RPP in order to achieve the personal character that continuously decreases along the time. Each subject has specific values that will embedded into the student personality. Because, every subject has their own focus that would present a different characteristic. Principally, a development in culture and national character is not embedded into a monolithic subject, but integrated into the subject [3].

An existing subject system in a school has a rigid impression and there is a dictator personality from the teacher when the student has no capability to accept the subject during the study. However, even there is the impressions, an opinion presents since the Ancient Greece period. This concept consistently acknowledges in some environment until today, state "*a resources Sof subject matters to be mastered*". According to this idea, curriculum is almost similar with the subject field that explained by the teacher to their students [4].

The first problem is how the Primary Education have a capability to manage the quality of education and struggling from any obstacles, either from their own institution or external problem. By the existence of the ASEAN Economic Community, the information access will open widely or a border between institution or even more the country is difficult to separate. Consequently, a threat in form of global challenge for the institution requires more attention or brings a serious effect for a future development for the institution. An example of internal obstacle for the institution is related to a loyalty degradation to the organization. This condition may observe with a low competition in education quality. In fact, the Primary Education is the first image of national education achievement level [5].

The second problem is a various accreditation from institution for Primary Education environment. Although all school verification is B accreditation, the Muhammadiyah primary school in Special Capital Region of Jakarta must have serious attention [6].

The third problem is in Muhammadiyah Primary Education in Jakarta area. The teacher performance is various and demonstrated through a low quality in education service for the student. This problem become the main highlight of the curriculum quality standard in various condition and have not adapted yet with current national standard. In fact, expectation for Muhammadiyah primary school in Jakarta area is a sample for the character education development. Therefore, the main

demand is improving the curriculum of the institution based on student centered learning. The primary requirement oriented to the character education result for the student, certainly based on Quran and Hadith principles.

The fourth problem is about Muhammadiyah Primary Education in Jakarta area. Most of the problem is similar. However, there are a various verification, various achievement during a learning process in each of Muhammadiyah Primary Education. In fact, learning performance during the time is ordinary. That is, some of the teachers measures the learning achievement based on the syllabus and lesson plan in one semester. Moreover, the learning process is teaching centered characteristic. Another obstacle is low intensity and communication from the teacher to the student and the other schools' stakeholders, such as school committee, school principal, and educational supervisor.

The fifth problems in Muhammadiyah Primary Education in Jakarta area is the lesson plan. There is no complete data recapitulation of lesson plan per semester from every teacher. Consequently, this is a reflection of variation and differences from every teacher's personality, especially in order to measure the achievement standard for the student learning process.

According to the five problems aforementioned, aims of this research are:

- Presenting an educational quality management data for Muhammadiyah Primary School level

- Presenting a teacher and stakeholder performance data for Muhammadiyah Primary School level

- To know the curriculum application during the learning process in Muhammadiyah Primary School

- To know the learning implementation according to the teacher lesson plan in Muhammadiyah Primary School

II. RESEARCH METHOD

This research practice research and development method or development research, an effort or activity to develop an effective product for the school. Research plans for this development research are:

A. Research and Information Collecting

The steps are:

1) Requirements analysis: The analysis will observe a related information of the problems according to the location or area for the target of product development. Moreover, related information or data explored for requirement to resolve the on-site problem. In this event, the location is Muhammadiyah Primary School in the East Jakarta area.

2) Literature study: This activity relates on exploration of information and empirical data through theory and relevant study for the developed product.

3) Small-scale research: This small-scale research is an identification process according the activity on the required product to ensure the product. A developed product is an actual product to resolve the school problems or the Primary School of Muhammadiyah in East Jakarta area.

B. Planning

Research plan is the identification result of the product, in order to ensure the requirement. The developed product should become an actual product solution for the school problems.

C. Develop Preliminary of Product

The steps are: (1) creating of product design for development; (2) determining the structure and infrastructure for development; (3) determining the steps of design testing.

D. Preliminary Field Testing

This step is performing preliminary testing of the product design and testing process is restriction. During the trial period, data collection carries out through observation, interview, and questioner.

E. Main Product Revision

This step is the improvement of preliminary field testing result. This step is product improvement through qualitative approach.

F. Dissemination and Implementation

Publishing the developed product result.

III. RESULTS AND DISCUSSION

A. Quality Management in Education of Muhammadiyah Primary School Level in Jakarta City Area

According to the results of interview and observation, Muhammadiyah Primary School in Jakarta area has practiced an appropriate quality management, every Muhammadiyah schools has an equal standard. As a result, the quality should have positive expectation too. Education quality management in Muhammadiyah Primary School has been in accordance with the vision and mission of Muhammadiyah education. The Jakarta Muhammadiyah Primary School has a strong will to create an excellent school as the output of quality management practice. Excellent school is a school where the alumnus has an outstanding competition skill, either in academic or non-academic field. As Ali statement, in order to realize the mandate of Majelis Dikdasmen Pimpinan Pusat Muhammadiyah, then the interpretations are in form of policy and work plan [1]. The aspiration of Muhammadiyah education goal are quality, excellent, advanced, modern, and professional. Majelis Dikdasmen Pimpinan Pusat Muhammadiyah in Yusuf stated that they have design *Muhammadiyah Branded School* label as a quality standard to practice [7].

Quality management for Muhammadiyah schools perform properly, presented from the school that already implements the management system in their school and supervised directly by the school principal and the lesson plan has been appropriate with the procedure practice. Evaluation practices annually, as a result the learning process becomes better. All national standard in education concerns seriously and becomes a priority program during the implementation. For example,

the graduate competency standard. The school evaluates the Graduate Competency Standard (SKL) annually determined previously and analyses the student skill and SKL in Jakarta City. Instructor standard and school educational tries to recruit standard instructor based on regulation. A selection process is based on four competencies, pedagogy, personality, social, professionalism and Al Islam Muhammadiyah an extra requirement. Structure and infrastructure standard, the school provides the structure and infrastructure requirement from through the school budget. If there is a damage in facilitation or infrastructure, then the school party will invite the expert to repair the facilitation. Management standard, the teacher is not only presenting the material but also educates through character implementation for their student. As a result, the student will have a strong character for every choice during their lifetime. Financial standard, school has three financial resources, from the central government, educational donation or *infaq*, and from the institution. The person in charge for the financial is the principal and the school treasurer. And the last problem is the assessment standard for learning achievement, the school defines the result in accordance with the curriculum provision. For example, today the school practices 2013 curriculum recent revision that focus on the character evaluation or affective assessment [7].

B. *School and Stakeholder Performance in Muhammadiyah Primary School Level in Jakarta Area*

The teacher in Jakarta Muhammadiyah Primary School empowered completely and presents a responsibility and skill to deliver an optimal performance. Teachers in Jakarta Muhammadiyah Primary School loves their profession, have a professional teacher competency, Muhammadiyah personality, Islamic character, loyal worshiper, capability to read Quran, and active in Persyarikatan Muhammadiyah.

The teacher performance during the learning process measures according to development practice by approach of job centered method process, an assessment is not focus on personality anymore or personal characteristics, but focus on standout or poor performance during the job implementation every staff. The teaching performance measures from the attitude and behavior during their duty and responsibility. The assessment is not focus on quantitative and quality result target, but how their practice their position. The indicator may observe from the implementation of classroom practice, based on the lesson plan, teaching practice, and evaluation performance. As support Zais an interaction during learning process is a planning interaction [8]. Generally, the lesson plan is a curriculum and specifically, the lesson plan is *Garis-Garis Besar Program Pengajaran* (GBPP or syllabus) and credit subject. A narrower meaning for learning is a process of delivering a knowledge to the student. Teacher performance will determine the student quality there are five categories of teacher job description and responsibility, which are (1) responsibility in teaching, (2) responsibility for curriculum development, (3) responsibility for curriculum development, (4) responsibility for professional development, and (5) responsibility to develop a healthy society relationship.

C. *Curriculum Application on the Learning Process in Muhammadiyah Primary School in Jakarta Area*

The school cooperate together during curriculum design and discuss with the teacher council, committee and Diksmen Muhammadiyah. There are some advantages in 2013 curriculum. Every subject supports all competency, either in attitude, skill, and knowledge. The subjects have integrated design and presenting a basic competency that binding with core competency. All subjects deliver with scientific approach through observation, questioning, trial, and logic. Moreover, there are various learning content to deliver with cross curriculum or integrated curriculum.

D. *Learning Implementation Based on Designed Lesson Plan from the Teacher in Muhammadiyah Primary School of Jakarta Area*

Learning implementation observes from the planed design. There are some plans to developed for the learning implementation, which are:

1) Syllabus development: Syllabus development more emphasize on the learning media practice for study activity to improve student achievement. The formulation of media practice is based on the result of KKG or teacher group activity in the series of discussion activity to explore the most appropriate method and media for specific school condition.

2) Material development: Teacher in Muhammadiyah school has familiar with their own custom material development and required to deliver an effective method in order to create more fun and understanding presented material.

3) Lesson plan development: The implementation of lesson plan heavily emphasizes on teacher solidarity to present a study, includes the character education. Some specific subject, such as additional subject of Read-Write the Quran, Arabic Language, and TPQ (Islamic Kindergarten School) adapted with the student level and there must be an agreement between teacher council, committee, and Dikdasmen council (Muhammadiyah council for Primary and Middle Education).

E. *Curriculum Development Model Based on Student Centered Learning for Character Education Achievement in Muhammadiyah Primary Education*

Curriculum development closely relates to some influential aspect, such as the way of thinking, assessment system (morality, religious, political, cultural, and social value), development process, student requirement, society demand, or orientation of education program. These aspects will become references material for curriculum development. Curriculum development model is an alternative procedure to curriculum design, implementation, and evaluation.

There are many curriculum development models for Muhammadiyah primary school, from Ralph Tayler model, Taba model, Oliva model, Curriculum Process model, or etc. However, this research develops Ralph Tayler model, considering the model is comprehensive. A curriculum development from time to time is always different, but it always emphasizes on the similar components, which are purposes, evaluation, method, content, as similar with the

Ralph Tyler model (Basic Principles Curriculum and Instruction). According to Tyler in Ruhimat & Alinawati, there are four steps to build a curriculum development, as explained Figure 1 [6].
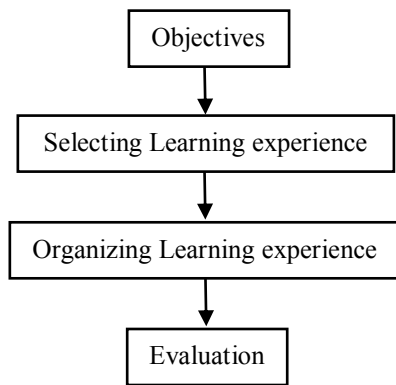

Fig. 1.   Development model from ralph curriculum.

This research developed Ralph model curriculum. Although the core is similar, but the model has a capability to develop Student Centered Learning curriculum for Character Education Achievement in Muhammadiyah Primary Education. The development model explained in Figure 2:
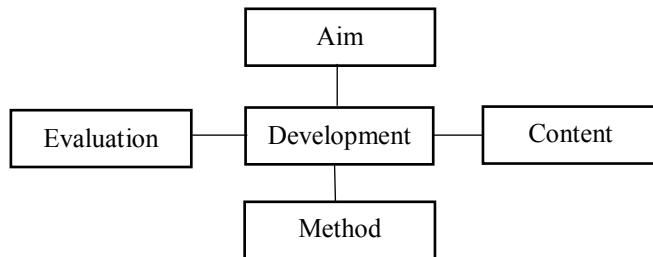

Fig. 2.   Curriculum development model.

F. Defining the Objective

The fundamental objective or purposes in curriculum development is initiated from the national education objective, institutional objective, curricular objective, and learning objective or instructional. Aim of student centered learning is providing a high order thinking capability since the early age to practice in the primary school. Additionally, student centered learning can create student character, especially for Muhammadiyah characteristic based on Islamic value.

The purpose of the education is a guidance or the final target to achieve from educational program and learning process. The purpose of the education must reflect the final attitude after the student passed the education program. Consequently, the objective must formulate definitely until the specific purposes to support the target achievement.

According Tyler, there are three aspects for considerations as a source to define the purposes of the education, which are [6]: a) student essence b) life in modern society and c) opinion from the expert. Determining the purpose of education based on the input of three aspects aforementioned. Then, filter by philosophy values of society, education, and educational psychology. Moreover, there are five factors as a guideline for

the educational objective, which are: thinking skill development, supporting the information acquisition, development of social attitude, development on student interest, and social attitude development. As a result, defining the educational objective should not only consider on the expert opinion from specific field, but also consider to requirement and children and society interest in accordance with the educational philosophy.

By SCL practice, then the teacher supports the student to set their goal achievement, supporting the student to obtain their own learning result, supporting the student to take part in a group, ensuring they understand how to use the available media as a learning material source.

G. Determining the Material Content

The learning content component emphasizes on the learning experience achievement for the student during the study. After defining the objective, then determine the most appropriate learning process to achieve the objective. One of the aspects to concern in determining the learning process is a perception and skill background of the student. This aspect would exercise a mental and emotional of student reaction or in form of behavior.

The learning material content in Student Centered Learning emphasizes the student to increase their activity and skill during the learning process, practice various media, teachers is the facilitator, and evaluation conducted collectively. During the application of Student Centered Learning concept, the student expects to be an active participant and autodidact during the learning process, responsible and initiate on their own learning requirement, finding sources of information to answer their questions, developed and presented a knowledge based on their requirement and reveal their sources information. The student provides a limitation to select their own material to study. The learning material is a guideline, not a fix criterion. Consequently, the instructor and student are not stick to the existing material, but creative in continuous development.

H. Establishing the Learning Method

This method relates to the strategy formulation to achieve the objective. The application method is an appropriate method in accordance with the material and achievement of curriculum objective. After determining the learning process, then organizing the learning experience. Learning experience includes learning phases and content or learning material. The content is a material that must presented to the student and implementation of learning experience. The learning material organizes structural to help the student to achieve their target. Specific target, learning material, and process and its sequences will facilitate the student to gain a description about a type of evaluation to conduct.

I. Determining the Evaluation

This component cannot separate from all activity. Evaluation will determine the value and curriculum meaning. Therefore, decision for curriculum can affirmed, either sustained, terminated, or deciding an improvement in some

part. Learning process and assessment in Student Learning Process conduct continuously and integrative, emphasizes the knowledge development process, a mistake becomes a source of learning material. Defining an appropriate evaluation types to practice is the final activity in the Tyler model. The assessment type must adapt to the category and characteristic of the education and learning objective, learning material, and learning process that defined previously. In order to gain an accurate evaluation types, then the curriculum developer should consider to another curriculum component and also an existing evaluation principle.

Therefore, the evaluation practice should not only in form of written test, but also in form of observation, result of student assignment, activity, participation, and practice more methods to present a comprehensive description about the achievement level of educational objective.

Student Centered Learning Ralph model practices appropriately only in determining the evaluation. Obstacles in learning process are teacher method practice is not optimal and inappropriate practice in lesson plan compilation. Moreover, a different of Muhammadiyah primary school student characteristic with the environment cause the teacher has an extra work for the implementation of characters education. An advance of technology and knowledge development demands the teacher to understand the material and becomes a good role model for their student. Pusat Pengkajian Pedagogic UPI defines the character education in school setting as "a learning process directs to a complete improvement and development for children based on a school referential value." Another definition from Gaffar stated as "A transformation process in the values of life to grow in personality and the person becomes a man of his word" [2].

After a development and implementation of curriculum model, then there is an improvement, as explain in figure 3.

DIAGRAM OF INCREASING UNDERSTANDING BEFORE AND AFTER THE DEVELOPMENT OF THE SCL CURRICULUM MODEL IN APPLYING CHARACTER

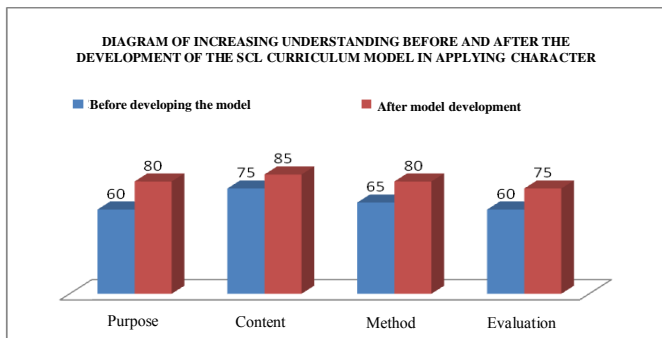■ Before developing the model   ■ After model development

Fig. 3. Diagram.

According to diagram in Figure 3, there is an improvement after the development process. The teacher has more objective to achieve during the learning process, either from the side of national education objective entirely or institution mission until the learning achievement. From the content side, the teacher has more preparation to prepare the learning content for their presentation. Student Learning Centered method supports the student for autodidact and the teachers becomes a facilitator. Evaluation perspective emphasis in teacher assessment, not only in knowledge assessment but also to the character development of the student from the learning process.

Role and function from the instructor have an important strategic in character implementation. Any of application and implementation in learning strategy, the practice should consistently on the cultural value, in this case is the application of learning strategy from the formulation and guidance of the prophet of Muhammad SAW. The implementation strategy should not eliminate the teacher role inside the classroom. In other words, during the learning process of Education of Islam material, student centered strategy practice is to improve the student performance without eliminating the role of the teacher. That is, during the process of Education of Islam subject should practice both learning strategies. Student Centered is a step to understand and comprehend the subject material and presents an experience and training to student (cognitive, affective, psychomotor) with intense student activity. Moreover, teacher centered strategy is a step to develop and implement the content value for the subject (spiritually) into the student.

Additionally, the final achievement practice in Muhammadiyah character education produces honorable personality, an educated and skillful personality for the world and have a *akhlakul karimah* or an excellent character. Man is a noble being, and a glory reflects in their character (*iman* and *taqwa*). As a result, public welfare will reveal from an educated personal figure and good character as a caliph in this world.

IV. CONCLUSIONS

This research concluded that:

- Education quality management for Muhammadiyah Primary School level practices properly, presented from the school that already implements the management system in their school and supervised directly by the school principal and the lesson plan has been appropriate with the procedure practice. Evaluation practices annually, as a result the learning process becomes better. All national standard in education concerns seriously and becomes a priority program during the implementation.

- Teacher and stakeholder performance in Muhammadiyah Primary School of Jakarta area has been practice their obligation in accordance with the first duty and the function appropriately, especially to support a quality learning activity in Jakarta Muhammadiyah Primary School. This implementation occurs in administration staff who practices their profession in accordance with a standard operating procedure, providing a personalized and good service.

- Implementation of curriculum in the learning process of Muhammadiyah Primary School Jakarta area use 2013 curriculum, because the curriculum is in accordance with the character education objective.

- The learning implementation is based on the lesson plan from the teacher of Muhammadiyah Primary School in Jakarta area. The implementation has practice properly

in accordance with the Lesson Plan or RPP design. However, media selection should be developed.

- Curriculum Development Model Based on the Student Centered Learning to Achieve the Character Education in Muhammadiyah Primary Education has an appropriate development capability. Although, some aspect requires special attention, such as in compiling the learning material, RPP or Lesson Plan, and a selection for an appropriate learning method.

This research recommends further study related to effectiveness of the curriculum development model based on Student Centered Learning for character education achievement in all Muhammadiyah schools. Moreover, the school requires a figure from the school leader with curriculum development capability to increase creativity.

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