

How to Develop a Tripusat-Based Christian Character Education Curriculum at SMP Negeri 4 Manado

Ester Yuniati*¹, Benny B. Binilang², Olivia Cherly Wuwung³

^{1,2,3}Post Graduate Institut Agama Kristen Negeri Manado

Abstract

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This development research aims to develop a product in the form of a Christian Character Education Curriculum based on Tripusat Pendidikan which in its implementation is integrated into PAK and Ethics subjects to improve the character of students at SMP Negeri 4 Manado. The curriculum was developed using Borg and Gall's research and development steps by modifying and combining the Grass Roots and Hilda Taba curriculum development models. The results of this research and development can be concluded that the Christian character education curriculum based on Tripusat Pendidikan developed is very good and worthy of use. There is an increase in religious character, honest character, disciplinary character, and reading character for students who in PAK and Ethics learning use this curriculum.

Keywords: Curriculum, Character Education, Tripusat Pendidikan

(*) Corresponding Author: esteryuniati89@gmail.com

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INTRODUCTION

The main purpose of national education is to develop the potential of students with character because quality education is not only characterized by the presence of graduates who achieve high learning outcomes but also graduates who have good character (Unjunan & Budiartati, 2020). According to Weol (2017), one of the efforts to reform and develop the quality of education that can be carried out by schools is through the School Based Management (SBM) strategy.

School Based Management (SBM) is the coordination of resources carried out autonomously by schools by involving all interest groups related to the school directly in the participatory decision-making process. Participatory decision-making is done through the creation of an open and democratic environment where school residents are encouraged to be directly involved in the decision-making process. The most prominent characteristic in the SBM concept is the empowerment of parent and community participation through school committees (Abdur, 2019; Achadah et al., 2019).

The school committee as permendikbud No.75 of 2016 functions to give consideration in determining the implementation of policies including in the development of school curricula, supervising the implementation of educational activities, and supporting school development efforts including raising funds and resources from the community and other business entities. In accordance with the Law on the National Education System No. 20 of 2003, education is not only the

responsibility of schools, teachers and other education personnel, but also the responsibility of parents (article 7) and society (articles 8 and 9). In the perspective of Ki Hadjar Dewantara's educational theory, the role and responsibility of education is known as the *Tripusat Pendidikan*.

Tripusat Pendidikan is a concept that illustrates that families, schools and communities are three educational environments that are closely interrelated and require the best cooperation in carrying out their respective roles and responsibilities to obtain maximum educational results (Agustini, 2018; Dewantara, 2013; Sugiarta et al., 2019). In their research, Rizkin and Kuswanto (2020) concluded that the *Tripusat Pendidikan* can have a great influence on the formation of student character, even according to Tyas and Naibaho (2021), the *Tripusat Pendidikan* is the key to success in educating children, and communication and collaboration between parents, teachers and the community play an important role for educational success specifically character education.

The foregoing is in line with the Presidential Regulation of the Republic of Indonesia no. 87 of 2017 article 1 concerning Strengthening Character Education (PPK), namely that support for public involvement and cooperation between schools, families, and the community is very necessary to be able to carry out their respective functions in the process of implementing character education. However, the reality in the field shows the finding that the involvement of the *Tripusat Pendidikan* is only limited to policy and academic supervision and has not yet reached the point of giving consideration in determining the implementation of policies, including in the development of school curricula. For this reason, it is necessary to develop a curriculum with an inductive model (Grass Roots) that involves the *Tripusat Pendidikan* in its development in order to more effectively meet the needs of each educational unit specifically in an effort to improve student character.

The implementation of Christian character education at SMP Negeri 4 in Manado city has been carried out through habituation and example in all school activities, and integrated into the subjects of Christian Religious Education and Ethics. In the implementation of character education carried out in all school activities, educators and education personnel until all components of the school are involved. Meanwhile, in the implementation of character education which is integrated into PAK and Ethics subjects, it is carried out by teachers who teach Christian Religious Education and Ethics subjects by providing character reinforcement to students based on the subject matter of PAK and Ethics without involving the *Tripusat Pendidikan* in the learning process.

To optimize the implementation of Christian character education, it is necessary to develop a Christian character education curriculum based on *Tripusat Pendidikan*, namely a curriculum that involves *Tripusat Pendidikan* in its development, implementation and evaluation. In more detail, it can be stated that currently it is necessary to design a curriculum for inductive Christian character education (Grass-Roots). The inductive curriculum design in question involves the *Tripusat Pendidikan* to jointly formulate empirical character values that are expected by schools, families and communities to be developed. In addition to involvement in the formulation of the character education curriculum, *Tripusat Pendidikan* is also actively involved in the implementation and supervision of

character education, so that it can become a model of Christian character education that truly contains Christian character values in accordance with the expectations of the Tripusat Pendidikan. This is very important to do because by developing a Grass-Root Christian character education curriculum, it will increase the role and synergy of the Tripusat Pendidikan to jointly carry out character education and can answer the urgency of developing Christian character values that are in accordance with student needs. Thus, the goals of national education can be achieved as they should be.

RESEARCH METHOD

This research was carried out using research and development methods (Research and Development). According to Rusdi (2019:7) design and development research is research that overcomes limitations and adjusts to goals, solves problems, makes decisions, reasoning in uncertainty, traces, searches and plans. Meanwhile, according to Nana Syaodih Sukmadinata in (Mahnun, 2018) mentioned that research and development is a process that includes various steps to improve previous products or even develop new ones, but must be accountable. Research and development in the field of education is carried out based on needs analysis through literature studies and field studies, so that the products to be developed are able to answer problems in the field. This research design follows the research and development steps of Borg and Gall by modifying and combining the Grass-Roots curriculum development model and the Hilda Taba curriculum development model. This research was conducted at SMP Negeri 4 Manado.

RESULTS AND DISCUSSION

The needs analysis stage will be carried out in June 2022 at SMP Negeri 4 Manado. At this stage of the needs analysis, researchers made observations at the research site, and conducted interviews with the Principal, Vice Principal for Curriculum Affairs, Vice Principal for Student Affairs, teachers of PAK and Ethics subjects, Christian Counseling Guidance teachers, school committees, and parents of students. Next, researchers conducted a Documentation Study, and a character survey of 30 students. Broadly speaking, observations, interviews, documentation studies, and character surveys aim to:

1. describe the picture of the implementation of character education;
2. describe the character of the student;
3. describe the involvement of the Tripusat Pendidikan;
4. describes the process of curriculum preparation and implementation.

Based on observations made by researchers in the field, it was found that the implementation of character education at SMP Negeri 4 Manado has so far been carried out by involving all components of the school, be it the principal, vice principals, all teachers and education staff. Learning, coaching, mentoring and sanctioning and exemplary activities have been implemented. The students are taught to be polite and reprimand each other, dress neatly and decently and preserve the school environment. If any student does anything impolite, untidy dressed, and does not maintain cleanliness, the teacher will immediately remind.

Furthermore, SMP Negeri 4 Manado is a school that has a plural school community. The plurality that exists is plurality in religion (Christianity, Islam and Catholicism), plurality in economic levels (high, middle, lower), and plurality of tribes from both Minahasa and Gorontalo. Despite this, this school has already shown high tolerance. Of all the character values set by the government, character values such as religious, disciplined, honest, tolerance, peace-loving, good manners, tidiness, environmental care, creative, independent and other character values have been instilled in this school however, based on observations made by researchers it is assumed that there are still student character values that need to be improved such as religious, disciplined, and honest.

Researchers also made observations on the involvement of the Tripusat Pendidikan in character education. Through these observations, it was found that the relationship between teachers and parents was quite good. In particular, in the learning of PAK and Ethics, parents and churches as school partners in Christian character education have provided support and are quite involved by providing signatures in assignment reports from students and also participation in various school activities. However, according to several informants interviewed by researchers, there are problems that there are still some student characters that need to be improved, including: "The average student's character is already good and can still be arranged. However, if you want to ask what other values are most needed, it is the value of discipline and honesty." (Interview, 2022)

"Although it cannot be judged by numbers for good, poor, or bad character, I judge that the average student's character is good and still willing to listen to the teacher's advice. For the value that still needs to be developed is religious" (Interview, 2022)
"Related to the advancement of Technology, Information, and Communication, the character that needs to be strengthened the most is the love of reading" (Interview, 2022)

"As a teacher of PAK and Ethics, I never get bored and never tire of educating students' character. In my opinion, the most important value to develop is religious and honest." (Interview, 2022)

Researchers also interviewed students, and the interview results showed that there were still some students who admitted that it was difficult to live with discipline, difficult to read diligently, still cheating on friends' work assignments if it was difficult, and still easily provoked by emotions, causing fights with friends. Furthermore, the results of interviews with several informants showed that at SMP Negeri 4 Manado there is no special curriculum for character education, so the implementation of character education so far has only followed the Operational Curriculum of the Education Unit (KOSP) developed by the school.

"There is no Christian character education curriculum in our school yet, for character education it is still integrated with the subject." (Interview, 2022)

"The Christian character education curriculum has not been specifically designed so far but has been integrated with the Operational Curriculum of the Education Unit (KOSP)." (Interview, 2022)

In the next stage of needs analysis, researchers shared a character questionnaire through a Google Form link for students to fill out. The questionnaire contains 18 statements with 5 alternative answers i.e. the number 5 for the answer always; number 4 for frequent answers; number 3 for infrequent answers; number 2 for the

answer ever; and the number 1 for the answer never. The statements listed in the questionnaire are statements of each character value indicator made by the Ministry of National Education. After all the questionnaire data were collected, the researchers then conducted data analysis to identify the character of the students who needed to be improved. Data on the results of the student character questionnaire can be seen in the following table 1.

Table 1 Student Character Survey Score Achievement Results

NO	CHARACTER VALUE INDICATOR	SCORE	PERCENTAGE
1.	Religious	95	4.13%
2.	Honest	97	4.21%
3.	Tolerance	147	6.38%
4.	Discipline	98	4.26%
5.	Toil	123	5.34%
6.	Creative	120	5.21%
7.	Independent	142	6.17%
8.	Democratic	143	6.21%
9.	Pry	126	5.47%
10.	The national spirit	143	6.21%
11.	Love the land	144	6.25%
12.	Appreciative achievement	143	6.21%
13.	Friendly	140	6.08%
14.	peaceable	139	6.04%
15.	Avid reader	95	4.13%
16.	Care for the envirotnment	129	5.60%
17.	Social concern	140	6.08%
18.	Responsibility	139	6.04%
	Amount	2303	100.00%

Based on the table above, it can be concluded that from the 18 indicators of character values, the character value of tolerance is the value that gets the highest score, namely 147 (6.38%), while the value of religious character and love to read is the value that gets the lowest score of 95 (4.13%).

From the results of the needs analysis, a Christian character education curriculum is needed that involves the Tripusat Pendidikan in planning, developing, implementing, and evaluating it so that it can improve student character. The next stage is how to develop the Christian character education curriculum. The starting point for the development to be carried out is the needs analysis. Needs analysis can be used as the main reference in development research steps to be able to see problems, opportunities, and also conditions, as well as student characteristics. The results of the needs analysis can be seen in table 2 below.

Table 2 Needs Analysis of Curriculum Development for Christian character education at SMP Negeri 4 Manado

No	Problems That Occur	Current state	Supposed Conditions
1.	Student character	There are still 4 student attitudes that need to be improved.	Christian students should be able to demonstrate the growth, development and vicissitudes of life becoming more and more Christlike in everyday life whether at school, at home or in the community.
2.	Involved Tripusat Pendidikan	Tripusat Pendidikan has not been involved in the development of character education.	It should be as stated in the mandate of education, schools need to involve the Tripusat Pendidikan in the development of character education. One form of involvement that can be done is to involve the Tripusat Pendidikan in the process of preparing, implementing and evaluating the curriculum for character education.
3.	Character education curricullum	No character education curriculum has yet been developed.	It should be necessary to develop a special curriculum in schools, namely the Tripusat Education-based character education curriculum so that there is an increase in student character.

Source: Needs analysis results

CONCLUSION

Education aims to achieve high learning outcomes and students of noble character. Character education is not only the responsibility of the school but also the family and also the community which in the term Ki Hadjar Dewantara is known as the Tripusat Pendidikan. One of the efforts that can be done by Tripusat Pendidikan in an effort to improve the character of students is to establish synergy in involvement not only in policy and academic supervision, but also involved in decision making to planning, developing, implementing, and evaluating curriculum. With the involvement of the Tripusat Pendidikan, character education learning can be carried out more optimally and student character values have increased.

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