IMPLEMENTATION OF CHARACTER EDUCATION THROUGH THE INDEPENDENT CURRICULUM TO FACE THE ERA OF SOCIETY 5.0

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ABSTRACT

Education is a conscious effort to provide understanding in developing his life. The purpose of this study is to find out the application of character education implemented by SMKN 1 Banyudono through the independent curriculum and to find out the effectiveness and challenges of character education through the independent curriculum at SMKN 1 Banyudono. The method used is qualitative with a case study research design. The subjects of this study were the Vice Principal for Curriculum, the Vice Principal for Student Affairs, the P5 Supervising Teacher, and Students. The results showed that the character education activities or programs carried out included the application of employment, voice of democracy, local wisdom, implementation of religious Fridays, healthy Fridays, clean Fridays, zero plastic programs, intracurricular and extracurricular activities. The implementation of character education at SMKN 1 Banyudono through the independent curriculum has been running effectively, as evidenced by the student report cards that are above the SKL and from daily behavior, so that they are ready to face the era of society 5.0. The challenges faced in implementing character education are the internal conditions of students such as the state of problems experienced by students, laziness, and the influence of technology on the use of mobile phones.

Keywords: *Implementation, character building, independent curriculum, era of society 5.0*

INTRODUCTION

Education is something that individuals should acquire as an effort to develop their lives. Education can transform a country through its human resources. As education progresses, it demands the government's participation in developing the curriculum used in schools. The government mandates compulsory education for 12 years for the public (Karmila et al., 2019). With this in mind, the government also needs to prepare a curriculum. The curriculum will change from time to time due to

the times (Sumantri, 2019). As times' progress, the curriculum also develops as an effort to develop education (Insani, 2019). One of the developments that have taken place both in Indonesia and in the world is the development of the Society 5.0 era. The era of Society 5.0 is also considered an extension of the era 4.0, which at that time was the application of technology and the development of the cyber system (Yunus & Mitrohardjono, 2020).

Era *Society 5.0* provides an opportunity where humans are required to solve their problems (Kusuma, 2021). However, it is hoped that the presence of *Society 5.0* will not change the role of teachers and lecturers as educators to provide information to students. Teachers and lecturers have a role to remain role models and moral knowledge for students (Rahayu, 2021). According to Mubarok et al., (2021), the basis used in curriculum changes is based on a philosophical basis, a sociological basis, a psychological basis, and a basis for knowledge of science and technology.

Education that can contribute to a country is character education (Fahroji, 2020). Character education has an important role, namely, to create a better person and become a better citizen. The realization of character education is so that students have positive characters who can understand history and appreciate technological developments (Darmaji et al., 2020). Problems that are still often found in character education in the educational sphere, such as cases of bullying, brawls, violence, and other deviant attitudes (Hanif et al., 2021). Therefore, one of the government policies in the effort to form character education is through an independent curriculum. This curriculum policy must be in line with the national development plan on a macro basis.

According to Marisa (2021) one of the implementations of the independent curriculum is on character building which is more focused on discussion which will create more communication between students. However, the teacher's role will be greater in conveying learning material along with how to build character in students, especially in facing the era of *Society 5.0.* Character education can be started by improving the national education system (Subambang et al., 2021). This is in line with Suwandi (2020) that the curriculum design in the Society 5.0 era is required to produce graduates who have data literacy, technology literacy, and community literacy who have noble morals based on religion.

Implementation of an independent curriculum that is carried out effectively can improve ability, creativity, collaboration, and good communication in facing the 21st century (Jufriadi et al., 2022). The effectiveness of the independent curriculum can occur with good relations from various parties and maximum implementation. With good cooperation, we can realize the vision and mission of an independent curriculum. The challenge of character education in facing the era *of society 5.0* is unavoidable, especially in the use of technology such as the internet (Sultoni et al., 2020). The ability to master technology by implementing character education that can change and improve student character is of course difficult to avoid by teachers and those who are still lacking in mastering technology (Khodijah et al., 2021).

SMKN 1 Banyudono is one of the Vocational High Schools that has implemented an independent curriculum for class X students. There are not a few programs implemented by SMKN 1 Banyudono in character education efforts. One of them is by holding religious activities every Friday. In addition, a "zero plastic" program was also implemented which is one of the efforts to implement character education in terms of cleanliness and loving the environment. However, in the implementatio conducted there are several obstacles encountered in implementing programs in character education.

Another problem is the diverse character of students and sometimes they are not focused on carrying out learning. Changes to the new independent curriculum and differences in the conditions of online learning to face-to-face learning provide new perspectives for students, especially on character education. The purpose of this study was to find out the application of character education implemented at SMKN 1 Banyudono through the independent curriculum and to find out the effectiveness and challenges of character education through the independent curriculum at SMKN 1 Banyudono.

RESEARCH METHOD

Based on the statement above, the type of research used is qualitative research with a case study design. According to Luthfiyah (2020), qualitative research is research that is carried out to obtain detailed information and descriptions that cannot be proven or carried out systematically. The design of case study research is to explain phenomena or events in a case to be further explored, both individually, in groups, and institutions (Wahyuni, 2019). The method used in this study is a descriptive analysis method, namely by describing the data obtained and then analyzing it to obtain more detailed information regarding the implementation of character education through the implementation of an independent curriculum.

This research was conducted at SMKN 1 Banyudono with the research subjects being the Vice Principal for Curriculum, Deputy Principal for Student Affairs, Teachers of the Pancasila Student Profile Strengthening Project, and class X students. The object of the research was the implementation of Character Education carried out at SMKN 1 Banyudono through the Independent Curriculum.

The data sources used are primary and secondary. Primary data sources were obtained directly through an interview process with the Deputy Principal for Curriculum, Deputy Principal for Student Affairs, Teachers of the Pancasila Student Profile Strengthening Project, and class X students. Not only interviews, but this study also used observation techniques in activities or the application of character education implemented. Apart from primary data sources, this research also collects data through secondary data sources, namely using documentation techniques as another alternative (Ratih et al., 2021). Secondary data is obtained to strengthen primary data which is indirect data.

The validity of the data used is by triangulating sources, namely by collecting information from various data sources (Prayitno et al., 2018). Source triangulation

was carried out by involving more than three sources in the interview process and comparing the results of the interviews. In addition, source triangulation was carried out by comparing the observed data with interviews and documentation. Data analysis was carried out inductively because it was carried out simultaneously with data collection. The analysis used is an interactive analysis from Miles & Huberman. This analysis model begins with data reduction to find valid data in research. Next is the data presentation that is used to retrieve some of the data obtained after the data reduction process. The results of the data presentation are then used for conclusion. Conclusions are drawn objectively, briefly, and clearly (Harsono et al., 2022).

RESULTS AND DISCUSSION
Implementation of Character Education through the Independent Curriculum at SMKN 1 Banyudono

The implementation of the independent curriculum at SMKN 1 Banyudono will begin in the 2022/2023 school year. The independent curriculum is a new policy in the application of learning which is one of the innovations to realize students who have a Pancasila Student Profile (Vhalery et al., 2022). The independent curriculum is a learning system or method that provides opportunities to develop broader student interests (Sadykhan et al., 2022). The learning carried out is differentiated learning project based.

The independent curriculum provides fun and more meaningful learning. This is because students get more opportunities to know themselves and explore their abilities so that learning is more varied. Character education carried out by SMKN 1 Banyudono is an effort to maintain and strengthen character in students. Through the independent curriculum, it provides new innovations to schools with various activities. Andika (2022), states that the independent learning system provides freedom of expression for teachers and students, but still has goals and foundations.

The concept of independent learning provides freedom of thought for teachers and students, while character education is an effort to implement the moral values of goodness from the Creator (Rizky & Astutik, 2021). Character education is an educational concept that is used as an effort to form education as a whole by creating an attitude of honesty, responsibility, competence, social care, and other positive attitudes (Yaras & Ozturk, 2022). Therefore, if these two things can be carried out optimally, it will produce students who are better in terms of morals and knowledge and can advance Indonesia.

The activities carried out were in the form of the implementation of the Pancasila Student Profile Strengthening Project (P5). This program is one of the activities arranged in the independent curriculum. Based on interviews with P5 teachers, there are 5 themes implemented at SMKN 1 Banyudono, namely work, the voice of democracy, building the body and soul, and local wisdom. For almost a year it was implemented, this program was implemented well, and the students were enthusiastic about implementing it. The observation results show that students are

enthusiastic, and able to convey creativity so that there is good output in the products produced maximally exhibited.

Figure 1.
Implementation of Work P5

Figure 1 shows that Banyudono 1 Vocational High School is implementing the Pancasila Student Profile Strengthening Project (P5). The P5 program is a series of independent curricula. This activity, which has been running for almost a year, has had a positive impact on both teachers and students. Students can create creativity, innovation, togetherness, responsibility, and mutual respect. This character is obtained from the theme chosen by the school in the implementation of P5, namely, employment, the voice of democracy, building up the body and soul, and local wisdom.

In developing the Pancasila student profile, the project-based learning approach is the main method applied, this is by following per under research by (Safitri et al., 2022). Through a project-based learning approach, students are allowed to be involved in learning activities that demand problem-solving, teamwork, and creativity. In this process, students are invited to understand the meaning and relevance of Pancasila values in everyday life, as well as practice their ability to apply these values in real action.

The application of character education is also shown on Friday. Some of them are religious Friday, healthy Friday, and caring Friday. Based on interviews with the Deputy Principal for Student Affairs and the Curriculum field, that activity is carried out alternately every Friday. Implementation of these activities in the first and second hours of Friday.

Characters that can be developed or improved in these activities are a sense of faith, a healthy soul, and care for the environment. The sense of faith that grows is due to infaq, reading tadarus together or participating in religious studies according to each religion, and carrying out congregational Friday prayers at the school mosque. A healthy soul will influence students to think critically, be polite, and be more productive. The implementation of healthy Friday is by carrying out healthy walk or gymnastics together. Then classes that do not get Friday prayer schedules in congregation carry out tadarus in class, this is in line with research Pratiwi (2021) that the Friday taqwa program is carried out in class by reading the Koran together

and having a book as a record of students' tadarus progress. Then, healthy Friday activities are by following per under SMKN 6 Surakarta by carrying out morning exercises which are attended by all members of the community at school (Dita, 2020).

Zero Plastic program is a very good program for students, teachers, and the surrounding environment. This program includes school programs in which the entire academic community is prohibited or reduces the use of single-use plastic. The results of the interviews show that this activity was carried out well, although it still needs to be improved, especially for canteen traders who still use plastic as a food wrap. Based on observations, many students have brought places to eat or drink to take them to the canteen, so they can reduce the use of single-use plastic.

Zero Plastic is a character education program at SMKN 1 Banyudono that requires the entire academic community to maintain a clean environment. One form of protecting the environment is by reducing the use of plastic waste. This is done to reduce the use of single-use plastic waste. Activities to reduce the use of plastic are also carried out at SMP AL-Islah Surabaya to create a healthy school called zero waste (Musa Alfaruk, 2022). This activity, it can create cleanliness, a sense of care for the environment, and maintain the environmental sustainability.

Figure 3.
Implementation of Zero Plastic

Independent curriculum intracurricular activities are carried out in a differentiation manner, meaning that the teacher prepares to learn with various models that can make students active and able to accept learning well. Teachers can give constructive advice to students. In doing the test, students still follow the rules and behave as they should. During the learning process, students are entitled to treatment according to their talents and are free to express opinions clearly and politely.

With freedom of expression, it will form an attitude of critical thinking, mutual respect for the opinions of friends, courage to submit opinions, self-confidence, honesty, and discipline. The teacher gives freedom to students and acts as a student facilitator. The results of this study are in line with the results of Putra et al., (2020) research that teachers can provide positive advice or punishment without physical

violence. Character education that is carried out can be applied to subjects, in line with research by Sudarmiani et al. (2021) which maintains a balance between general knowledge and student character. Characters that can be grown from learning activities in the classroom are the values of honesty, critical thinking, being able to respect opinions, order, and discipline.

The implementation of character education during class learning is by following per under what has been written in the teaching module. In addition, cultivating character values does not discriminate against anyone. The teacher's role is to set an example and participate in supervising students in the classroom. The implementation of character education during the classroom or intracurricular learning is in line with Rosad (2019) that character education can be applied in subjects.

Extracurricular activities at SMKN 1 Banyudono are Scouts, Karate, Youth Red Cross (PMR), Paskibraka, Marching Band, Spiritual Islam (Rohis), and other extracurriculars. Students have the right to choose according to their talents and interests, so that what they have can be developed and useful. In extracurricular activities, students will get basic mentality learning in the form of Basic Skills Training (LDK). Apart from that, there is also an art degree, so that students can display their talents so that their self-confidence can be homed in public. Based on interviews with students, this is something interesting and can be used as entertainment for other students.

Figure 5.
Implementation of Scout Extracurricular

Characters that can be built in extracurricular activities are being able to get to know nature, learn to overcome problems, foster an artistic attitude, self-confidence, discipline, and togetherness and responsibility. The growing abilities of students provide opportunities for success outside of school as well as achievements that will be obtained in competitions that can make the school proud. Of course, this will be a source of pride for yourself, your parents, and your school. The implementation of extracurricular activities is in line with the research conducted by Handayani (2022), that the implementation of extracurricular activities can develop personality values at school.

The Effectiveness of Character Education through the Independent Curriculum at SMKN 1 Banyudono

The implementation of character education by SMKN 1 Banyudono through the Merdeka Curriculum has gone well. From the results of observations made, it is known that the implementation of character education is quite effective. The habit of obeying school rules can be said to be the cause of the effectiveness of activity by following per under research by Firmansah et al. (2022) which uses a habituation or habituation approach in implementing character education effectively. The role of the various academic 543 has been running optimally. However, there are still some things that need to be improved. This is related to school facilities that are still uneven, so students sometimes find it difficult to be active and innovative learning media in the classroom.

Learning outcomes or student attitude report cards show that students can achieve good criteria in learning and outside learning. The learning outcomes in the Pancasila Student Profile Strengthening Project illustrate that the implementation has been running optimally and has a positive influence on students. The attitude shown by the students gave a positive response that the character education carried out was effective. This is in line with the results of interviews from both the Deputy Principal for Student Affairs, the Deputy Principal for Curriculum, as well as from P5 teachers that the implementation of character education at SMKN 1 Banyudono has been running effectively and is ready to face the era of society 5.0.

Indicators of the success of character education can be seen based on the assessment of the Graduate Competency Standards (SKL). The Graduation Competency Standards are compiled by the government or guidelines used by teachers. However, SKL only assesses the outer appearance. Indicators of the success of character education can be seen as a whole in the application or daily behavior of students (Mulyasa, 2022). The attitude shown by students can be honest, independent, caring, and committed to both them and others.

Another indicator that can be used to assess the success of character education is the formation of discipline and responsibility. Both students and teachers come on time and do the job well. In addition, the teacher can give prizes or rewards to students who succeed in doing the tasks given by the teacher to the fullest or succeed in other challenges. Teachers and students obey the rules and carry out their obligations (Ii et al., 2019).

Effectiveness is the suitability between planning and goals that have been implemented properly (Djihadah, 2020). Character education at SMKN 1 Banyudono can be said to be effective because student learning outcomes or report cards show good results. Even the attitude shown to students gives the view that the character education carried out is successful and can form positive personalities for students. Students can respect each other, think critically, be disciplined, protect the environment, and be confident.

The Challenge of Character Education through the Independent Curriculum at SMKN 1 Banyudono

A Challenge is an effort that is used to deal with a problem to achieve certain goals (Winarso, 2021). The challenges faced in the era of Society 5.0 are related to human resources and technological facilities (Jakaria Umro, 2020). The need for technology should be evenly distributed and fulfilled by the government and put to good use by the community.

Character education at SMKN 1 Banyudono is an excellent innovation to improve and maintain student character which is increasingly being eroded by the times. According to an interview by the Vice Principal for Student Affairs, the biggest challenge in character education is culture and students' willingness to comply with existing regulations. Not a few students experience problems outside of school, so they are brought into school. Likewise, in situations of conflict with peers, students may experience stress, disappointment, or even become socially isolated. The results of this study are in line with research by Ridwan et al. (2022) that the challenges that arise in implementing character education are the limited ability of teachers to understand the diverse characters of students.

In facing this challenge, SMKN 1 Banyudono tries to provide support and assistance to students. This effort is carried out by involving guidance and counseling, as well as involving the family and school community in supporting students to overcome the problems they face. In addition, the approach to learning is also carried out by taking into account the needs and conditions of students, so that they can still feel cared for and supported in the development of student character. Therefore, the role of parents, teachers, and a supportive environment are needed for better character.

The next challenge is the rapid development of technology. Based on interviews with the Deputy Head of the School in the Curriculum field, he gave the opinion that the biggest challenge was cell phones. The use of mobile phones can be misused and actually adds to changes in attitudes that don't care about those around them. Students are too focused and playing on cell phones so they ignore life around them. Following research conducted by Triyanto (2020), shows that the challenge in character education is to provide an understanding of the digital era and not to easily accept information without knowing the real truth, security, cyber, and plagiarism. Students not only learn how to use technology, but also learn to use technology safely and responsibly.

However, the development of technology can also have a positive influence and how students filter information on mobile phones. Teachers can take advantage of using cell phones as additional media in learning, such as literacy resources in learning and using the Kahoot/Quizizz application for daily assessments. In addition, the will and self-awareness of students also play an important role in the implementation of character education in schools. With a willingness to learn and develop, students can overcome the temptations of technology and engage in socially constructive activities.

CONCLUSION

SMKN 1 Banyudono implements an independent curriculum for class X students, namely in the 2022/2023 academic year. The implementation of character education is carried out with the role of the entire academic community participating in its application. Character education activities or programs implemented in the form of the implementation of the Pancasila Student Profile Strengthening Project (P5) in the form of employment, the voice of democracy, and local wisdom, as well as the implementation of routine religious Friday, healthy Friday, clean Friday programs, zero plastic program, intracurricular and extracurricular activities.

The character education implemented is considered effective by looking at the results of student report cards and the behavior shown in everyday life. Each activity is mutually sustainable and produces positive character, especially for students. This shows that Banyudono 1 Public High School implements character education through an independent curriculum effectively and is ready to face the era of society 5.0. The challenges faced in implementing character education are students' internal circumstances such as family problems or laziness that do grow students. Then there are also challenges in the form of the influence of technology such as the use of mobile phones that are too free to make hoax information easier and cause a lack of social interaction among students.

Future researchers should further expand the scope of research, considering that the research carried out cannot fully describe what school programs support character formation. Apart from that, you can also use different data collection techniques, examine more sources or references related to character formation in the era of society 5.0. The follow-up to this research is to introduce teachers or students to this school program in character building. Apart from that, the output of this research is in the form of articles.

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