

## CHARACTER EDUCATION BASED ON COOPERATIVE PERSONALITY VALUES IN THE 2013 CURRICULUM DURING THE COVID-19 PANDEMIC

Husnul Khotimah  
Sri Umi Mintarti Widjaja  
Heny Kusdiyanti

### ABSTRACT

*Learning during a pandemic is very different from previous learning. Learning tends to be more limited by utilizing technology. Character education must continue to be carried out regardless of the learning conditions. Character education will run optimally when the escort and supervision from all parties go in the same direction. In the 2013 curriculum, character education has been included in all subjects, including economics. A cooperative economy that is following the personality of the Indonesian nation also has character values that can be grown to students in learning activities at school. However, habituation of a character, especially the character of cooperative values, requires circumstances that arise unplanned. When distance learning these situations is minimal. Therefore, the purpose of this study will try to provide a real picture of cooperative values character education when learning is carried out remotely. In this study, the researcher used the literature study method. In this study, it can be concluded that cooperative values character education in learning during the pandemic is deemed less effective and optimal due to obstacles that arise due to unfavourable circumstances for the creation of cooperative values character education during the covid-19 pandemic.*

Keywords: : Cooperative Values, Character Education, Learning during the Covid-19 pandemic

### INTRODUCTION

Covid-19 has changed the implementation of teaching and learning in the world of education in the archipelago from Sabang to Merauke. Learning that was originally carried out face-to-face now has to go online. This is certainly not an easy thing for teachers to implement. In addition to having to be able to take advantage of the development of learning technology in the implementation of learning, teachers still have to be guided by the 2013 curriculum which has the aim of creating graduate competencies that have a balance between cognitive, psychomotor, and affective aspects. So that by implementing the 2013 curriculum later, graduates besides being cognitive experts also have a personal character. Character education will be optimal when schools, parents, and the environment synergize with each other. When learning must be carried out from their homes, the important role of schools in forming the character of students begins to decrease because teachers at schools are not able to directly shape and supervise the character of students which is usually done in schools. This is very influential on the character development of students later. Conditions like this can make the 2013 curriculum goal, which is to produce a person with a strong character, not be achieved.

In-Law Number 20 of 2003 concerning the National Education System, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. To achieve this goal, the 2013 curriculum is implemented, which is a curriculum that is the result of improvements from the previous curriculum. The 2013 curriculum is a curriculum in which it is thick with character education (Herman, 2015). By implementing the 2013 curriculum, it is hoped that the younger generation of Indonesia will be able to improve quality, serve all aspects of the humanity of students to become more civilized and competitive (Fahmy et al., 2015). The Ministry of National Education explains that character education is everything a teacher does, which can influence the character of students. Teachers help shape the character of students which include examples of how teachers behave, how teachers speak and deliver material, how teachers are tolerant, and various other related matters (Haryati, 2017). Character education can be carried out at school or outside school. Educational institutions are a strategic tool to shape the character of a nation because they have structures, systems, and devices that are spread throughout the country (Wijanarti et al., 2019).

The emergence of cooperatives from the beginning was recognized as an effort to provide self-help together. Cooperatives repeatedly call for an obligation to always uphold ethical or personality values. The cooperative economy is following the personality that characterizes the cooperative economy (Soetrisno, 2016). A cooperative economy following the personality of the Indonesian nation can be taught and practised through learning activities in schools. A small example is through economic activities through school cooperatives. With the school cooperative, character values are formed from cooperative activities such as divinity, caring, honest, fairness, mutual respect, responsibility, discipline, tolerance, creativity, and cooperation, all of which reflect the motto Bhineka Tunggal Ika. Growing faster (Akbar & Iswahyudi, 2019; Rochmadi, 2011).

The Child Protection Commission has received many complaints regarding the implementation of online learning. Most of the complaints are related to the lack of knowledge of parents regarding learning materials, how to teach teachers, the workload given by teachers, and the lack of time to accompany their children to learn online, especially for working mothers. This makes online learning a new process that is very challenging and has the potential to cause stress (Maya, 2020). On the other hand, today's parents are busier with their own business, so they don't have time to take the time to interact and educate their children. Thus, today's children are more likely to be educated by shows that appear on TV or the internet which are not following the nation's

cultural values. In addition, the condition of people who are not caring and indifferent to the behaviour of children who violate values or norms are also increasingly complex problems (Haryati, 2017). If this situation continues, the goal of the 2013 curriculum to form a generation of character, especially characters related to cooperative ethics, will be increasingly difficult to achieve. This condition has been seen where the implementation of online learning is currently the teacher tends to only give assignments sent via social media and minimal to hold online meetings so that children during online learning are more likely to spend a lot of time playing outside the home and when playing many children still do not wearing masks even though we know in the circular letter of the minister of education and culture number 4 of 2020 it is explained that learning from home can be focused on life skills education, including the Covid-19 pandemic. This condition indicates that the character of discipline and responsibility that reflects the economic personality of the students' cooperatives is still not formed. Another condition related to the problem of character formation in online learning is when students follow online only for absentee needs and after that, they are no longer active in learning. This shows that the honest character that should be formed in students has not been achieved. The importance of the role of parents in online learning as a substitute for teachers in schools is expected to be able to provide guidance and direction for children in the learning process to be able to bring the relationship between parents and children closer.

Previous research has shown that in the implementation of character education there are problems in the design of learning implementation, learning implementation and learning assessment (Wijanarti et al., 2019). This happens when learning is carried out face-to-face in the classroom. This gave rise to the idea for researchers to conduct research related to character education, especially on cooperative personality values in the 2013 curriculum during the covid-19 pandemic. In this study, the researcher tries to provide a real picture of character education when learning is carried out remotely.

## **METHOD**

Literature study is research that uses library sources to obtain data. In this study, the researcher uses a literature study method where the researcher will collect data using several sources and books as references and the data does not come from the field. Researchers will describe and integrate the data obtained to make synthesized conclusions.

## **RESULTS AND DISCUSSION**

In-Law no. 20 yrs. 2003 explained that the 2013 curriculum is a curriculum developed based on the achievement of indispensable competencies as an instrument to direct students to become: 1) Quality humans who are capable and proactive in responding to the challenges of an ever-changing era, 2) Educated humans who believe and are devoted to The One Almighty God, have a noble character, are healthy, knowledgeable, capable, creative, and independent. 3) A democratic and responsible citizen. In the 2013 curriculum, graduates are expected to have balanced cognitive, psychomotor, and affective aspects. With the balance of these three aspects, it is hoped that future generations of Indonesia will have noble character and be equipped with knowledge and skills as capital for social life (Sulfemi & Qodir, 2017).

In implementing the 2013 curriculum, there is an emphasis on affective and social aspects listed in core competencies 1 and 2 which are mandatory in all subjects in school. It is hoped that the 2013 curriculum will answer all global challenges and make people who have noble character, knowledge, creativity, independence, and can become democratic citizens and have responsibilities according to the goals of National Education (Mariatun, 2018).

The purpose of the 2013 curriculum focuses on making students able to have better abilities in observing, asking (interviewing), reasoning, and communicating (presenting) things that have been obtained or known after getting learning materials (Mardiana & Sumiyatun, 2017). The 2013 curriculum demands that learning active and investigating learning activities are formed. Therefore, teachers as learning facilitators are expected to be able to design learning so that students can solve contextual and real problems (Sinambela, 2013).

The final result in curriculum learning is an increase and a balance between the soft skills and hard skills of students which includes aspects of attitude, knowledge, and skill competencies (Sinambela, 2013).

Character education is important in the formation of a quality generation. Character education is one of the tools to guide someone to be a good person so that they can avoid bad influences (Haryati, 2017) Character formation is an effort that involves parents, schools, the school environment, and the wider community. Therefore, success in character building is determined by the continuity, cooperation and harmony of the educational environment involved (Haryati, 2017).

Character education in schools can be done by teachers in several ways, such as incorporating character values into learning content, exemplary teachers in providing examples to students, continuing in character education must also be done because it needs habituation or behaviour that is carried out to be done without seeing from the other side. Habituation of behaviour in a school environment with good character, habituation of all school members to behave according to character values developed as role models for students, and most importantly the development of school culture to support the success of character education (Wijanarti et al., 2019).

Jalaludin argues that character is formed from external influences consisting of assimilation and socialization elements. The assimilation element shows a human relationship with the material environment, while the socialization element shows the relationship between human beings. These two elements can later form character and character is the pattern of a person's interaction with his environment (Haryati, 2017).

If it can be concluded from several opinions from experts that character education needs cooperation between teachers, students and families and the environment that forms the character of these students. Students who have strong characters and are not easily influenced even though the environment is influenced by their formation must go through a fairly long process and there is parental intervention because it is not possible for only one party to shape the character of these students, so students must have the good character at home and school and the surrounding environment. It is also important if the nation's character education materials for the next generation are implanted early and sustainably. If it is included in the economics subject, the economics teacher who becomes the figure of the student must be strong in instilling character education, especially the values of cooperative personality in each student. The influence of the external environment is a small obstacle that must be passed by students, the problem of small obstacles is taken and brought home only students who can choose. The selection of which one to take home and which one to respond fairly because it is a process of forming the cooperative personality of each individual is different.

Character education that leads to cooperative values is indeed easy to define but difficult to implement because many factors must be seen and considered, such as how parents shape the cooperative personality of each different child and at school is required to follow character education according to the components and conditions at school. Schools have a role in improving academic and non-academic, each school is required to instil cooperative character from an early age and sustainably so that the formation of a good cooperative personality character in children. Character building that can be carried out by economics teachers in schools, for example, is integrating cooperative character values into economic learning content, making economics teachers a role model, adapting to the school environment, and developing the habits of all school members to act following the character values that are set leads to cooperative values. As a role model for students, the most important thing is to form good characters in schools to support the success of students in the future (Haryati, 2017). Schools have an important role in preparing students' life skills, both academically and non-academically. Character education in which cooperative values are embedded needs to be instilled as early as possible and continuously or continuously so that the formation or development of cooperative personality characters both in children goes well.

Character building carried out in schools has a function to foster self-awareness. Self-awareness is a process of internalizing the information received which in time becomes values that are believed to be true and are realized into daily behaviour (Wijanarti et al., 2019). Based on presidential regulation number 87 article 2 of 2017 concerning Strengthening Character Education (SCE), SCE has the following objectives:

1. Forming and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future.
2. Develop a national education platform that puts character education as the main soul in providing education for students with the support of public involvement through formal, non-formal and informal education by taking into account the diversity of Indonesian culture
3. Revitalizing and strengthening the potential and competence of educators, education staff, students, communities, and the family environment in implementing SCE.

There are several learning models in character education as follows (Rokhman & Syaifudin, 2014):

1. **Monolithic Model.** This model considers character education as a special subject. Character education teachers must be able to develop curriculum, syllabus, lesson plans and teaching media to teach character education subjects to students. The advantage of this model is that the concept of character education can be conveyed to students. Reliance on artificial curriculum design makes students not allowed to accept values is a drawback of this model.
2. **Integrated Models.** With this model, each teacher is responsible for the character values of the students that are formed. The teacher is flexible in choosing the character values to be included in the subjects to be studied. With this model, it is hoped that students will get used to receiving character values during their learning period.
3. **Model Time Out of School.** Character education carried out outside school hours focuses more on school activities which are then followed by discussion after the activity. This guides students to get real experience in practising character values. This model is certainly not part of the curriculum which makes the activities of instilling character values in students considered less effective due to time constraints.
4. **Integration Models.** This model is a mix between school time and integrated models. The integration model can be done with cooperation between teachers and people outside the school. This model leads to togetherness and cooperative activities between school academics and the community around the school. In addition, students will feel overwhelmed in character education at school and then practice it outside of school.

Education in Indonesia in the current era is considered suitable to use a mixed model between the integration model and the time model outside of school because if teachers can adapt and can win the hearts of students, then students will truly believe and consider the teacher to be a role model. The help of parents' trust informing students outside of school hours is needed because the environment for students outside of school is longer and more flexible and teachers can follow developments coherently and repetitively. Concepts that are taught and exemplified continuously are the best solution if applied to students in the current era who are already technologically literate so that technology must be used to properly plant the character of students and teachers who have the responsibility in the learning process in the forming of the character.

There are 3 ways to educate children's character, namely (Haryati, 2017):

1. Changing the environment, this method is done by arranging rules and consequences at school and home.
2. Providing knowledge, giving some knowledge about performing behaviours that are expected to appear in everyday life to be applied in life.
3. Conditioning emotions, human emotions are important because they hold a large part of human life. If you can touch emotions and provide the right knowledge then that knowledge will last in your life.

Using this way of educating children's character is felt to be able to provide solutions and can be applied even though the implementation is not easy and has many obstacles that arise from many sides. The thing that needs to be considered if you are going to instil a child's character based on the outward nature and inner nature it will be seen how the child feels comfortable or not if they follow this way of educating the character.

Supporting Factors of Character Education (Zainuddin, 2015):

#### 1. Teacher Character

Teachers have personal and social competencies. Personality competence shows that the teacher has a good personality, is polite, and can develop commendable traits as a teacher. In character education, teachers are needed who can provide values that can be emulated by students directly. Social competence shows that teachers can build good and harmonious relationships with fellow students. In addition, social competence shows that teachers can take a persuasive approach to increase learning motivation.

#### 2. Availability of Supporting Tools for Teaching Based on Character

Learning modules, curriculum, lesson plans, educational games, and storybooks are necessary character-based teaching aids. Without tools, teachers will find it difficult to apply the knowledge they have learned. To overcome this problem, concrete steps are needed, especially in the development of the 2013 curriculum which is a further step in developing the previous curriculum which includes attitudes, knowledge, and skills in an integrated manner (Putri, 2018).

People with character are people who can respond to various situations with appropriate morals and can make it happen in the form of real actions and good behaviour (Haryati, 2017). Modern society is considered very different from traditional society in terms of forming character in children. Traditional society still dares to reprimand if children behave in ways that deviate from values and norms, even though the child being reprimanded is not their child. In contrast to today's modern society, there tends to be no control from the community regarding character formation (Haryati, 2017).

Education in the digital era is developing very rapidly, technological advances can be enjoyed by all groups from children to adults. But parental assistance is still needed in utilizing technological developments, especially for children so that technological activities carried out by children can be continuously monitored and do not cause things that are not following what children should get. To create a smooth learning process and children can understand the questions and tasks given by the teacher clearly and understand the material that has been distributed, it is necessary for the role of parents in the process of children's learning performance (Santina, 2020).

In this modern era, parents need to introduce children to good sites when holding gadgets, especially those related to education. Sites that contain knowledge, information, videos, songs, and games related to education that can hone skills and can forming a character that at least reflects the cooperative personality must be introduced to children. Parents play a role in providing supervision and restrictions to children when using gadgets. This can be done by setting the time so that they know when children have to do schoolwork when to socialize with friends and family when to use gadgets to play (Putri, 2018).

There are several things that parents can do for their children when carrying out digital parenting are as follows:

1. Add and update knowledge related to the internet and gadgets. Tech-savvy parents cannot monitor their children's activities.
2. Setting the position of the internet network (if at home is available) which is close and easy to supervise so that it can monitor what children are doing when accessing the internet.
3. Set the time for using gadgets in children.
4. Provide mutual understanding and awareness regarding the negative impact of the internet and gadgets.
5. Be assertive when the child accesses inappropriate things as soon as possible.
6. Conduct two-way open communication with children.

With the increasing role of parents in the distance learning model, it is undeniable that parents easily experience fatigue both physically and psychologically which ultimately causes stress. Piles of homework, the need for quota purchases, different economic conditions during the pandemic, plus anxiety about the spread of the covid-19 virus. At times like this, parents must also be able to play an active role as teachers in providing supervision of children's learning processes at home. However, the rapidly increasing sophistication of the technology will not be able to replace the physical role of the teacher which is still needed by students in the learning process. The main role of the teacher must still be carried out even though he has to teach through distance learning utilizing technological developments. But the atmosphere that is built during distance learning does not build classroom conditions like when learning is done face-to-face. This is exacerbated when the internet network experiences obstacles that increasingly make the learning process ineffective as if face-to-face learning in the classroom. The role of technology is to complement and assist humans in completing their tasks and responsibilities, but not to replace the role of humans. Students and teachers will still need real class meetings, not only virtual using the internet (Prasetyo, 2020).

## RESULTS AND DISCUSSION

During the current COVID-19 pandemic, character education still requires escort and supervision from all parties. Character education which refers to cooperative personality values which include divine values, caring, honest, fairness, mutual respect, responsibility, discipline, tolerance, creativity, and cooperation is essentially habituation of behaviour to have good character. The state of learning during the pandemic has the potential to hinder the formation of cooperative personalities because habituation requires repeated time and supervision. When students do distance learning, the habituation related to the good character will not be as optimal as when learning is done face-to-face in class. This is also supported by the condition of people who are indifferent to character education and there are still many problems related to distance learning (minimal supervision, quotas, technological stuttering, minimal facilities, etc.). Models in developing cooperative personality character education will be more effective when implemented in schools although outside of school can also be done definite and always-present supervision and control from a teacher will make the formation of cooperative values character optimally. The formation of cooperative personality characters during a pandemic is not necessarily done at home, even though teachers can design a lesson that leads to cooperative personality character education for students because there are still many parents who are not able to assist due to busy work and many parents are stuttering about technology.

Character education that leads to cooperative personality remains a shared responsibility to realize the development of national education based on the paradigm of building Indonesian people as a whole and still upholds the economic values of cooperatives which are a reflection of Indonesia's personality. A complete human being is an Indonesian who is faithful, pious, has noble character and has a noble character, can think and intellectual power in mastering science, and has the skills and abilities to create a superior Indonesia.

## REFERENCES

- Akbar, A. F., & Iswahyudi, D. (2019). Implementasi Perilaku Moral Siswa Dalam Kegiatan Jual Beli di Koperasi Sekolah Menengah Atas. *Prosiding Seminar Nasional Pendidikan Dan Pembelajaran Bagi Guru Dan Dosen*, 3, 649–658.
- Fahmy, R., Bachtiar, N., Rahim, R., & Malik, M. (2015). Measuring Student Perception to Personal Characters Building in Education: An Indonesian Case in Implementing Curriculum in High School. *Procedia - Social and Behavioral Sciences*, 211, 851–858. <https://doi.org/10.1016/j.sbspro.2015.11.112>
- Haryati, S. (2017). Pendidikan Karakter Dalam Kurikulum 2013. *Jurnal Pendidikan UTM*.
- Herman, Z. (2015). Karakteristik Kurikulum 2013 Dan Kurikulum Tingkat Satuan Pendidikan (KTSP). *El-Idare: Journal of Islamic Education Management*, 1(01), 15–31.
- Mardiana, S., & Sumiyatun, S. (2017). Implementasi Kurikulum 2013 Dalam Pembelajaran Sejarah Di SMA Negeri 1 Metro. *Historia*, 5(1), 45. <https://doi.org/10.24127/hj.v5i1.732>
- Mariatun, I. L. (2018). Penguatan Pendidikan Karakter Berbasis Pancasila melalui Kurikulum K13 di Sekolah Dasar. *Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya*, 9924(November), 153–160.
- Maya, E. (2020). Sekolah Daring Vs Ibu Bertaring. *Kompasiana.Com*. <https://www.kompasiana.com/estrinamaya/5f83dd16d541df4929691a12/sekolah-daring-versus-ibu-bertaring>
- Prasetyo, D. (2020). Akankah Peran Guru Digantikan Teknologi? *Kompasiana.Com*. <https://www.kompasiana.com/dannyprasetyo/5e8c8b0e097f3613a0194462/akankah-peran-guru-digantikan-teknologi>
- Putri, D. P. (2018). Pendidikan Karakter Pada Anak Sekolah Dasar Di Era Digital. *AR-RIAYAH : Jurnal Pendidikan Dasar*, 2(1), 37. <https://doi.org/10.29240/jpd.v2i1.439>
- Rochmadi, I. (2011). Analisis Dampak Perdagangan Bebas dan Global pada Bergesernya Nilai Budaya, Prinsip dan Tujuan Koperasi. *Jurnal Ekonomika*, 4(2), 45–51.
- Rokhman, F., & Syaifudin, A. (2014). Character Education For Golden Generation 2045 ( National Character Building for Indonesian Golden Years ). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>
- Santina, M. T. (2020). Peran Orangtua dalam Memantau Kinerja Belajar Anak Selama Sekolah Daring. *Kompasiana.Com*. <https://www.kompasiana.com/meivatresya/5f9164f68ede4843761b9502/peran-orang-tua-dalam-memantau-kinerja-belajar-anak-selama-sekolah-daring>
- Sinambela, P. N. J. M. (2013). Kurikulum 2013, Guru, Siswa, Afektif, Psikomotorik, Kognitif. *E-Journal Universitas Negeri Medan*, 6, 17–29. <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/7085/6067>
- Soetrisno, N. (2016). Etika sebagai Landasan Moral Pengembangan Kelembagaan Ekonomi Jika krisis ekonomi akhir 1990-an. *UNISIA: Jurnal Ilmu-Ilmu Sosial*, 6(54).
- Sulfemi, W. B., & Qodir, A. (2017). Hubungan Kurikulum 2013 Dengan Motivasi Belajar Peserta Didik Di SMK Pelita Ciampea. *EDUTECHNO : Jurnal Pendidikan Dan Administrasi Pendidikan*, 17(106), 1–12.
- Wijanarti, W., Degeng, I. N. S., & Untari, S. (2019). Problematika Pengintegrasian Penguatan Pendidikan Karakter pada Pembelajaran Tematik. *Jurnal Pendidikan*, 4(3), 393–398.
- Zainuddin, H. (2015). Implementasi Kurikulum 2013 Dalam Membentuk Karakter Anak Bangsa. *Universum*, 9(1), 131–139. <https://doi.org/10.30762/universum.v9i1.80>

Husnul Khotimah;  
*Faculty of Economics and Business*  
*Universitas Negeri Malang, 65145 Malang, Indonesia*  
*Email: aaa@yahoo.com*

Sri Umi Mintarti Widjaja  
*Faculty of Economics and Business*  
*Universitas Negeri Malang, 65145 Malang, Indonesia*  
*Email: sriumi\_mintarti@yahoo.co.id*

Heny Kusdiyanti  
*Faculty of Economics and Business*  
*Universitas Negeri Malang, 65145 Malang, Indonesia*