

IMPLEMENTATION OF THE OPERATIONAL CURRICULUM OF EDUCATIONAL UNITS IN THE APPLICATION OF CHARACTER VALUES AT STATE ELEMENTARY SCHOOL 3 ULIM, PIDIE JAYA REGENCY

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ABSTRACT

The purpose of this study is to describe the planning, implementation and supervision of the implementation of the operational curriculum of educational units in the application of character values at State Elementary School 3 Ulim. The method used is a descriptive qualitative research method with research instruments in the form of observation, interviews and documentation. This method is used to observe the implementation of the Educational Unit Operational Curriculum (KOSP) at SD Negeri 3 Ulim. The respondents interviewed were the principal, vice principal for curriculum, homeroom teacher and several subject teachers. Data analysis techniques were carried out by means of data reduction, data presentation, drawing conclusions and data verification. The results of the study indicate that the implementation of the Educational Unit Operational Curriculum (KOSP) at SD Negeri 3 Ulim was carried out through planning that included analysis of the characteristics of the educational unit and the preparation of a vision, mission, objectives, and learning plans that were in accordance with student needs. The implementation of the curriculum focuses on student-centered learning, adjusted to their developmental stages and characteristics, and supported by collaboration between teachers. Supervision is carried out through the application of relevant teaching modules, technical assistance to teachers, and the involvement of all stakeholders in supporting the success of the curriculum implementation. The results of the implementation of the Educational Unit Operational Curriculum which was carried out in accordance with systematic planning and supervision were successfully implemented at SD Negeri 3 Ulim, Pidie Jaya Regency. This study contributes to the implementation of KOSP at the elementary school level by emphasizing the integration of student characteristic analysis, collaboration between teachers, and comprehensive stakeholder involvement in every stage of curriculum planning, implementation, and supervision.

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INTRODUCTION

Education plays a central role in shaping the character and competence of the younger generation. The Operational Curriculum of Education Units (KOSP) is present as

a strategic effort to improve the national curriculum to be more contextual and adaptive to local needs, student characteristics, and developments in the era. This is in line with Law Number 20 of 2003 concerning the National Education System, especially Articles 35 and 36, which emphasize the importance of improving and aligning National Education Standards on an ongoing basis. The curriculum is not only a tool to achieve academic goals, but also an important means of shaping students' character values such as integrity, responsibility, empathy, cooperation, and mutual respect.

Continuous curriculum improvement is a must so that the national education system is always relevant and competitive. This is in line with Law Number 20 of 2003 concerning the National Education System, articles 35 and 36, which emphasize the need to improve National Education Standards as a reference for the curriculum in a planned and periodic manner to realize the goals of National Education. The government considers it necessary to conduct studies and improvements in accordance with developments and changes that occur both at the national and global levels. (Turi, 2024).

Based on the Law above, it is clear that education aims to educate the nation's life and shape the character of the Indonesian nation. So that it is able to become a civilized and dignified nation and is able to become a nation that has certain advantages compared to other nations.

Education is implemented to educate the nation's life and is needed to improve the quality of the nation as a whole (Hermanto, 2020). Education is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality and intelligence, noble morals, and the skills needed by themselves, society, nation and state (Furkan, 2019). Education is a process to develop a person's basic abilities, both intellectually and emotionally, so that they can relate healthily and harmoniously with the natural environment and other human beings (Singh, 2007).

Education is considered a valuable asset that has long-term value and has a major impact on the progress of human life throughout the world. One of the most important things in the world of education is the curriculum, the curriculum plays an important role in the world of education. Because the curriculum is a guide in determining learning objectives, the material delivered, teaching methods, and efforts to achieve educational goals. (Abdal et al. 2022).

Curriculum Educational Unit Operations are a set of educational programs that have been designed and applied with the intention of achieving an educational goal. The

curriculum occupies the most central position in all learning designs. Thus, to improve the quality grade of education in Indonesia, the curriculum that has been set by the government must also be developed by adjusting the educational unit, the potential of the region, and an evaluation study needs to be carried out that discusses the extent to which the implementation of the curriculum itself is effective (Mubarok et al., 2021).

Instilling character values in the education process is becoming increasingly important in responding to global challenges and the moral crisis of the younger generation. Schools as formal educational institutions have the responsibility to integrate character values into the learning and daily lives of students. The implementation of KOSP is an important strategy to realize this, where mature curriculum planning, implementation of character-oriented learning, and systematic supervision are the keys to success.

The development of curriculum improvement will be said to be effective if the results of the development are in accordance with the demands and needs, of course the relevance, level of flexibility, continuity, practicality, and effectiveness. Curriculum development must be based on applicable principles (Majid. 2013), so that the results of curriculum development are in accordance with the interests, talents, needs of students, the environment, and regional needs in order to realize the ideals of national development and education.

As a guide that regulates the teaching and learning process, this curriculum has a central role in shaping the abilities and character of students. Therefore, a thorough understanding of the concept and implementation of the operational curriculum is the key to the success of education at every level of educational institutions. (Hastasasi. 2022).

In 2024, the Operational Curriculum of Education Units is an important guide for schools in designing learning programs. In the Operational Curriculum of Education Units in 2024, there are various components that must be considered by schools such as learning objectives, curriculum structure, teaching methods, assessments, and evaluations. One of the advantages of the Operational Curriculum of Education Units is that it gives education units the freedom to adjust the curriculum according to local needs and student characteristics. This can increase the relevance of learning programs to conditions in the field and increase student learning motivation.

The novelty of this research lies in the study which more completely covers the Implementation of the Operational Curriculum of Educational Units in the Application of Character Values which includes planning, implementation, and supervision, in

maximizing the Implementation of the Operational Curriculum of Educational Units in the application of character values.

From the results of observations on the implementation of the Educational Unit Operational Curriculum (KOSP) in the application of character values at SD Negeri 3 Ulim, it was obtained that the method used by teachers in shaping student character through the Educational Unit Operational Curriculum is through moral messages, involving students in determining policies, group work and discussions. Researchers can conclude that the advantages of the educational unit operational curriculum are that it provides freedom for educational units to adjust the curriculum according to local needs and student characteristics. So that it can increase the relevance of learning programs with conditions in the field and increase student learning motivation.

The Operational Curriculum of the Education Unit (KOSP) in implementing character values at SD Negeri 3 Ulim focuses on the development of moral values, positive attitudes in students, and character values that are to be developed, such as integrity, responsibility, empathy, cooperation, and respect. These character values are integrated into academic subjects. For example, in Indonesian language lessons, students can be taught about the importance of honesty by reading stories or texts that contain moral messages. In mathematics or science lessons, aspects of cooperation in groups or accuracy can also be emphasized.

The Operational Curriculum of the Education Unit (KOSP) in the application of character values is also applied in everyday life at SD 3 Ulim. For example, in daily interactions between students, it is regulated how they respect and work together. The application of these values in various situations helps students understand and internalize character better. With a comprehensive and consistent approach, the implementation of the Operational Curriculum of the Education Unit in the application of character values aims to shape students not only into individuals who are academically intelligent but also have good character and are ready to contribute positively to society.

RESEARCH METHODE

The focus of this research will examine the problem of Implementation of Operational Curriculum of Educational Units in Improving Character Values at State Elementary School 3 Ulim, Pidie Jaya Regency. The researcher studied this research using a qualitative approach. According to Moleong (2017) a qualitative approach is a study that aims to understand what phenomena are experienced by research subjects, such as

behavior, perception, motivation, actions, holistically by means of descriptions in the form of words and language, in a specific natural context by utilizing various scientific methods. In this study, the main subjects of the study were the principal and class V teachers.

In this study, the researcher used data collection techniques, namely observation, interviews, and documentation. The observation technique used by the researcher was direct observation. The interview technique in this study used a structured interview technique. The documentation technique used by the researcher was to document activities through photos or pictures, as physical evidence of the implementation of the research at SDN 3 Ulim. According to Sugiyono (2013), documentation can be in the form of writing, pictures, or someone's monumental work.

In the data analysis technique, the researcher used a method developed by Miles and Huberman consisting of three streams of activities that occur simultaneously, namely data reduction, data presentation, and drawing conclusions. Data validity will be carried out by triangulation, namely checking data from various sources in various ways, and at various times (Mekarisce, 2020). Data credibility testing uses Data Source Triangulation obtained from research subjects, namely the activities of all school residents at SDN 3 Ulim, Pidie Jaya Regency related to the strategy for Implementing the Operational Curriculum of Educational Units in Improving Character Values at Elementary School 3 Ulim, Pidie Jaya Regency

RESULTS AND DISCUSSION

Results

Based on the research results, it was found that the implementation of the operational curriculum of educational units in applying character values was carried out in three stages, namely planning, implementation and supervision.

1. Planning the Implementation of Operational Curriculum for Educational Units

The process of preparing an operational curriculum is fixed, namely referring to the basic curriculum framework set by the central government, and flexible or dynamic, namely developing an operational curriculum based on the curriculum framework and structure, according to the characteristics and needs of the educational unit.

The following is an explanation of the curriculum implementation planning based on the author's interview with (RN), the principal at SD Negeri 3

Ulim, Pidie Jaya Regency, namely as follows:

“The initial step in planning the implementation of the operational curriculum of the educational unit at SD Negeri 3 Ulim is to analyze the context and educational needs. We started by mapping the internal and external conditions of the school, including the social and cultural conditions of the students, the local potential around the school, and the facilities and resources available. We also collected data related to student profiles and teacher abilities to ensure that the curriculum we compiled was relevant to the real conditions in the field, and also held discussions with the team of teachers and school staff.”

The implementation of the operational curriculum of the educational unit has been planned at SDN 3 Ulim. It can be seen that the principal is very supportive and motivates teachers, students and stakeholders. The principal, teachers, students, and stakeholders carry out socialization of the operational curriculum of the educational unit. In the socialization activity, the principal provides an understanding of the basic concept of KOSP learning for teachers, students and stakeholders. The principal also motivates all school resources to realize the operational curriculum program of the educational unit.

Based on the research findings, it is concluded that the planning of the implementation of the operational curriculum of the educational unit at SD Negeri 3 Ulim is in accordance with the references from the Ministry of Education, Culture, Research and Technology. This is in accordance with what was obtained during the observation, namely in the documentation review, there were photos of the socialization activities of the operational curriculum implementation planning of the educational unit, discussing how to compile learning objectives/syllabus and teaching modules/learning implementation plans, all of whom seemed enthusiastic about carrying out teaching activities and self-development in the process of truly understanding the operational curriculum of the educational unit so that it can be implemented as optimally as possible.

2. Implementation of Operational Curriculum of Educational Units

The implementation of the Operational Curriculum of Educational Units in each educational unit is very adaptive, according to the readiness of each educational unit. This will of course differ from one to another. This is based on the author's interview with (RN) as the principal at SD Negeri 3 Ulim, Pidie Jaya Regency, as follows:

“The process of creating teaching modules at SDN 3 Ulim begins with an analysis

of student needs. We ask teachers to observe the characteristics of students, both in terms of their interests, abilities, and socio-economic backgrounds. From these observations, teachers then compile relevant teaching modules, which combine theory with practical activities that are in accordance with their daily lives. We also often hold group discussions between teachers to evaluate the effectiveness of the teaching modules that have been created. Teachers share experiences and evaluation results of the modules used, and if there is something that needs to be improved, they will revise the module to make it more appropriate to the needs of the students.”

Based on the interview results, it can be seen that in SD Negeri 3 Ulim the implementation of the operational curriculum of the educational unit is that teachers have created teaching modules according to the characteristics and needs of students. In addition, teachers can develop student-centered learning according to student needs by directly involving students in implementing the operational curriculum of the educational unit by implementing character values, this was also conveyed by the homeroom teacher of class 5 (RM) as follows:

“In implementing the operational curriculum of educational units, we as teachers try to compile teaching modules that are tailored to the characteristics and needs of students. In compiling teaching modules, we combine existing theories with direct practice. We believe that experiential learning is easier for students to understand and apply. For example, in science subjects, in addition to teaching the concept of plant growth, we also invite students to practice planting plants in the school yard so that they can directly see the process.”

Based on the interview, overall this interview shows that the class teacher has a very important role in implementing a curriculum that integrates character. Learning that focuses on developing student character is carried out consistently, both in academic and social contexts, with support from parents and the community.

The operational curriculum of the educational unit has been implemented at SDN 3 Ulim by understanding the concept of independent learning, which influences the policies taken by the principal in implementing the policy. The principal's response to the independent learning program has been realized in the form of activities in schools that are centered on learning according to student characteristics.

3. Supervision of Implementation of Operational Curriculum of Educational Units

Supervision at SD Negeri 3 Ulim is carried out through supervision related to the suitability of teaching modules and learning activity processes, as expressed

by the principal regarding the supervision carried out that:

"The process of monitoring the implementation of the operational curriculum of educational units is carried out by supervising, directing, guiding, evaluating teaching modules so that if there are errors or inconsistencies, they can be immediately reflected and corrected. We also ask teachers to report learning outcomes that include character development. Also ensure that the material in the module is relevant to the level of student understanding and can be applied well in class. If there is a teaching module that is less effective or inappropriate, we try to fix it with the help of a team of teachers or even develop more appropriate teaching materials."

The success of the implementation of the operational curriculum of the educational unit at SDN 3 Ulim really needs supervision as motivation and a source of inspiration, both from the principal as a manager to provide training to teachers, monitor, supervise, to follow up on improvements, so that the success in implementing the operational curriculum of the educational unit is truly maximized and successful.

Discussion

In accordance with the research findings obtained, it shows that overall, SD Negeri 3 Ulim as a school that has implemented the operational curriculum of educational units based on guidelines from the Ministry of Education, Culture, Research and Technology, namely that teaching and learning activities must be in accordance with the curriculum structure in the operational curriculum of educational units by compiling teaching modules according to the differentiation of student characteristics.

Teachers at SD Negeri 3 Ulim have designed different teaching modules, according to the needs and characteristics of students. This approach is known as differentiated learning, which allows each student to learn according to their own style and pace. Furthermore, the Use of Technology in Learning the operational curriculum of educational units encourages the use of technology as a learning aid. SD Negeri 3 Ulim has utilized technological devices, such as computers, tablets, or learning software, to enhance students' learning experiences. All of this shows that SD Negeri 3 Ulim has actively adapted to the changing times and strives to provide more relevant and effective education in accordance with the spirit of the operational curriculum of educational units. It is expected to help students to continue to develop their potential better and prepare themselves to face the era of globalization that continues to develop.

Implement the operational curriculum of educational units in the application of

character values at SDN 3 Ulim, based on the structure of curriculum implementation, namely planning, implementation, supervision of the implementation of the operational curriculum of educational units.

1. Implementation of Operational Curriculum of Educational Units

The process of implementing the operational curriculum of educational units at SD Negeri 3 Ulim has begun to develop well, as can be seen from the preparations made starting from the preparation to the planning of the implementation of the operational curriculum of educational units so that in its implementation it becomes more optimal, such as in the use of teaching tools, making it easier for teachers to compile teaching modules so that learning outcomes are obtained systematically, consistently, directed and measurable. The indicators in the implementation of the operational curriculum of educational units are in accordance with the guidelines for developing the Independent Curriculum (Kemendikbudristek, 2022), namely as follows:

a. Implementation of student-centered learning plans

Teachers use varied and student-centered learning media, as well as methods that are in accordance with learning objectives. Teachers can also create teaching modules by adjusting learning activities based on students' potential, talents and interests, so that learning can be created that is obtained systematically, consistently, directed and measurable. This is evidenced by the existence of teaching modules and learning activities carried out by teachers that are in accordance with the competencies and learning needs of students.

The implementation of student-centered learning plans in the operational curriculum of educational units in elementary schools, especially in the application of character values, requires a holistic approach. Teachers must be able to create learning that not only emphasizes academic knowledge, but also develops attitudes, social skills, and character of students. Thus, elementary schools not only function as a place to gain knowledge, but also as a vehicle for forming the character and personality of students who are superior, responsible, and have noble character. This approach creates a more inclusive, active, and enjoyable learning environment, and is more relevant to students' lives, so that it can form a generation that is not only intellectually intelligent, but also has good character.

b. Learning according to the learning stage and characteristics of students

Teachers are not the only source of learning for students, teachers can utilize ICT facilities, utilize the environment and school facilities provided to carry out the teaching process by involving students during the activity, making the learning process focused on students, such as involving students is a fun learning process in accordance with the implementation of current learning activities, the point is the teacher's task as a target for success in realizing students as lifelong learners.

Teachers have created teaching modules according to the needs and characteristics of students, so that the learning process carried out is in accordance with the competence and talents of students. This is proven by the existence of teaching modules and learning activities carried out by teachers that are in accordance with the competence and needs of students.

c. Collaboration between teachers for curriculum and learning purposes

At SDN 3 Ulim, teachers always discuss and share learning strategies that have been successfully implemented in the classroom. Through this collaboration, teachers can utilize a more diverse approach, such as project-based learning, cooperative learning, or problem-based learning. The goal is to find the most effective method to help students understand the material, improve critical thinking skills, and encourage active student participation.

By working together, teachers can complement each other in developing a curriculum that suits the needs of students, as well as improving the quality of learning that is more holistic and based on real results. This collaboration also facilitates the improvement of professional skills and encourages innovation in education.

The implementation of character values in the operational curriculum of educational units requires close cooperation between teachers, students, and parents. Teachers play a role in choosing the right learning methods and being role models for students. Students are expected to be able to develop and apply character values in everyday life and are monitored through holistic assessments. Meanwhile, parents play an important role in supporting their children's character education through role models, coaching at home, and collaboration with the school. All of these aspects must work together to create individuals who are not only academically intelligent, but also have strong and

positive characters.

The process of implementing the operational curriculum of the educational unit at SD Negeri 3 Ulim has begun to develop well, as can be seen from the preparations made including planning and supervision, so that the implementation is more optimal.

2. Supervision of Implementation of Operational Curriculum of Educational Units

In general, supervision aims to control activities to be in accordance with the established plan, through the supervision carried out it can be known what has been set in the plan and program, the division of tasks, responsibilities, and their implementation are always monitored and directed so that they remain on track in order to achieve the goals as expected. In accordance with the success in implementing the operational curriculum of the educational unit at SD Negeri 3 Ulim, it is very much needed from the principal to provide training to teachers, monitor, supervise to follow up, reflect and improve, so that the success in implementing the operational curriculum of the educational unit is truly maximized.

The supervision process for the implementation of the operational curriculum of the educational unit at SD Negeri 3 Ulim is in accordance with the references from the Ministry of Education, Culture, Research and Technology based on the indicators that have been mentioned, that the following supervision has been carried out at SD Negeri:

- a. Implementing teaching modules according to student needs and characteristics.

At SD Negeri 3 Ulim, supervision has been carried out to ensure that the use of teaching modules in learning activities is in accordance with the needs and characteristics of students. This shows that the material taught is good and in accordance with the characteristics and competencies of students. Supervision of the quality of teaching modules is a positive step towards achieving better quality education.

The supervision shows that SD Negeri 3 Ulim really cares about the needs of students. The teaching modules used are in line with the students' competencies, ensuring that the material taught is relevant and understandable to them. By continuing to improve the teaching modules, SD

Negeri strives to improve the quality of education that is more in line with the increasing competencies and needs of students and produces a generation that is better prepared to face future challenges.

b. Technical assistance to teachers and providing support

Supervision in technical assistance provided to teachers at SD Negeri 3 Ulim was achieved through strong collaboration between the principal, education supervisor, and teachers. Effective supervision ensures that the implementation of the operational curriculum of the educational unit is implemented properly, in accordance with the context and needs of students in each educational unit. Teachers who need additional assistance in overcoming learning problems receive support, reflecting the principal's commitment to helping them face learning challenges. Teachers who need additional support in the learning process have received technical assistance. This shows the collaborative efforts of the principal and teachers to help teachers overcome the learning challenges they face.

At SD Negeri 3 Ulim, the supervision system not only monitors, evaluates and reflects but also provides motivation to teachers to continue to show good performance, so that teachers at SD Negeri 3 Ulim feel enthusiastic in facing changes and in the implementation of the operational curriculum of the education unit, teachers can provide motivation to each other in educating a generation of students with good character.

c. Stakeholder Engagement

The supervision carried out is an effort to ensure the implementation of the operational curriculum of SDN 3 Ulim so that it runs smoothly and on target, designed based on the needs of the school to achieve the goals and characteristics of SDN 3 Ulim graduates that have been set by the school. The form of supervision in the implementation of the operational curriculum of educational units at SDN 3 Ulim involves internal and external stakeholders with the aim that the evaluation results obtained can be more complete. A complete evaluation will facilitate the process of refining and following up on the development of the operational curriculum in the following school year.

Effective supervision of the implementation of the operational curriculum of educational units at SDN 3 Ulim is highly dependent on the active involvement of all stakeholders, from teachers, principals, parents, the

community, to the government. With the involvement of various parties, the implementation of the curriculum can run better, be relevant to the needs of students, and improve the overall quality of education. Good supervision also helps ensure that the curriculum implemented can meet the established competency standards and can be adjusted to the characteristics and needs of each educational unit.

Supervision of the implementation of the operational curriculum of educational units that includes the application of character values is very important to ensure that educational goals are not only focused on academic achievement, but also on the formation of superior student character. Through comprehensive supervision, starting from the preparation of appropriate teaching modules, technical assistance for teachers and providing support, to involving all stakeholders, it is hoped that education can run effectively and be able to produce a generation that is intelligent, has good character, and is ready to face future challenges.

Thus, based on the implementation of these indicators, the conclusion is that at SDN 3 Ulim, appropriate supervision and intervention have been carried out to support. The results of this supervision can be an evaluation to reflect and carry out follow-up actions on teacher development and training on understanding the implementation of the operational curriculum of educational units so that the principal and teachers strive to involve students and the community to provide support in the application of character values in schools.

Theoretically, the findings of this study strengthen the theory of character education by emphasizing that the implementation of KOSP based on the needs and characteristics of students can be an effective means of instilling character values. Practically, this study recommends the importance of principal supervision, teacher competency development, and policy support and training from the education office to ensure optimal implementation of KOSP. The integration of theory and practice contributes to improving the quality of education at the elementary school level.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data presentation and previous discussion, the following conclusions can be drawn:

The implementation planning of the operational curriculum of the educational unit at SD Negeri 3 has been prepared based on the analysis of characteristics, school vision and mission and learning planning, currently in the development stage. In addition, teachers have adjusted the learning and assessment planning according to student needs, compiled teaching modules based on student characteristics and conducted formative and summative assessments.

SD Negeri 3 Ulim has successfully implemented the operational curriculum of the educational unit effectively and teachers have created teaching modules according to the needs and characteristics of students. Carrying out the teaching process by involving students during the activity, making the learning process focused on students, such as involving students is a fun learning process in accordance with the implementation of current learning activities.

At SD Negeri 3 Ulim, supervision has been carried out to ensure that the use of teaching modules in learning activities is in accordance with the needs and characteristics of students. This supervision shows that SD Negeri 3 Ulim is very concerned about the needs of students. The teaching modules used are in line with student competencies, ensuring that the material taught is relevant and can be understood by them. Supervision in technical assistance has also been given to teachers. At SD Negeri 3 Ulim, the supervision system not only monitors, evaluates and reflects but also provides motivation to teachers to continue to show good performance, so that teachers feel enthusiastic in facing changes and in the implementation of the operational curriculum of the education unit, teachers can motivate each other in educating a generation of students with good character.

B. Implications

The operational curriculum planning of educational units that has been prepared by the principal and teachers provides an opportunity to adjust learning materials to the specific needs of students in each educational unit. This means that teaching materials will be more relevant and able to increase student involvement and understanding. That way, the quality of learning is expected to increase because the curriculum is more oriented towards the competencies needed by students.

Teachers must continuously develop their competencies to be able to implement the operational curriculum of the educational unit well. They need to understand the

curriculum thoroughly, master the teaching materials, and have the skills to adapt learning methods according to student needs.

The community also have a role in supporting the implementation of the operational curriculum of educational units, either through social support, facilities, or other resources. Schools need to build partnerships with the community to ensure maximum involvement in the educational process.

Implementation of the operational curriculum of educational units requires appropriate resources, both in the form of facilities, learning aids, and teaching materials. Management of educational resources must be carried out effectively to support the implementation of the curriculum that is in accordance with student needs. Schools also need to ensure that infrastructure (such as classrooms, educational technology, and libraries) is in accordance with standards that support effective learning. Provision of appropriate educational technology will improve the quality of learning and facilitate the evaluation and supervision process.

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