

The Independent Curriculum Approach in Supporting Implementing Cultural Values in Students' Character Education in The Era of Globalization

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Abstract

Education plays a crucial role in shaping the character and personality of the younger generation. In the current era of globalization, which is characterized by rapid changes and widespread external influences, the role of teachers in character education, especially in the application of cultural values, has become even more vital. Teachers are not only responsible for teaching academic subjects, but also for guiding students in understanding, appreciating, and applying cultural values in their daily lives. The increasing challenges of globalization, such as the erosion of local cultures and values, make it even more critical for educators to play an active role in nurturing a strong sense of identity and cultural awareness in students. This research aims to explore and describe the various efforts made by teachers to instill cultural values through character education in students, particularly in the context of globalization. The study seeks to identify the methods and strategies teachers use to effectively incorporate cultural values into their teaching practices. The research utilizes a descriptive qualitative approach, employing data analysis techniques based on the Miles and Huberman model. The subjects of this research are teachers from SD Negeri 18 Air Tawar Selatan, who are directly involved in the process of character education. The results of this research reveal that teachers at SD Negeri 18 Air Tawar Selatan make significant efforts to instill cultural values in their students. One of the key strategies used is the decoration of classrooms, which serves as a visual reminder of cultural heritage and values. Additionally, teachers integrate cultural values into the curriculum, ensuring that lessons are not only academically enriching but also culturally relevant. Through these efforts, teachers create an environment that fosters cultural awareness and encourages students to take pride in their cultural identity. The research highlights the importance of these practices in shaping the future of students, ensuring that they grow up to be individuals who respect and uphold the cultural values of their society, even in the face of globalization.

Keywords – Character Education, Cultural Values, Independent Curriculum



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1. Introduction

Education is carried out to brighten the nation's life and is necessary 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, religious strength, self-control, personality and intelligence, noble morals, and the skills needed by themselves, society, the nation and Country (Furkan, 2019; Irawati & Winario, 2020; Pane & Dasopang, 2017).

Education has a very important role in shaping the character and personality of the younger generation. The world of education needs to actively contribute in preparing educated individuals who have the skills to overcome various life challenges at the local, regional, national and international levels. One aspect that cannot be ignored in the process of forming student character is cultural values. Cultural values are a strong foundation for developing students' attitudes, behavior and morality. In this context, teachers have a central role in maintaining and passing on cultural values to their students.

Cultural values are a set of rules agreed upon and embedded in a society, organizational sphere, or social environment, which are rooted in habits, beliefs and symbols, with certain characteristics that can be distinguished from one another as a reference for behavior and responses. about what will happen or is happening (Amiruddin, 2022). Education can be interpreted as an effort to prepare citizens to have and reflect a set of knowledge, values and life arrangements that are needed in society at large. This concept means that education cannot be separated from efforts to enrich pedagogical values which become moral teachings in educational practice (Rochgiyanti, 2017).

The globalization process occurring throughout the world has not only changed horizons but also had a major impact on humanity, especially human culture and traditions. The impact on society is clearly visible from the reality in schools (Harun et al., 2014). Globalization and modernization have brought significant changes in people's mindset and lifestyle. However, with the ease of

education, on the other hand, the flow of globalization causes actual problems in education to emerge. Several challenges to education in the era of globalization have emerged, the first of which is the quality of education. The problem of globalization in the education sector is mainly related to educational output (Muyasaroh et. al., 2023).

In the midst of this current of change, cultural values are often threatened with being eroded or even forgotten. Therefore, teachers have a big responsibility to maintain the continuity and relevance of cultural values in the educational process. Current education only prioritizes mastery of scientific aspects and students' intelligence. If students have achieved grades or passed with academic grades, education is considered successful. The goal of character education is the formation of wisdom and kindness (Sari & Firman, 2019). Therefore, character development in education can be achieved by transforming cultural values as a means of building national character. The importance of transforming cultural values as a means of building national character. The development of education based on national character and culture needs to become a national program. In education, the formation of national character and culture in students does not have to be included in the curriculum. The values that are developed within students are in the form of basic values that are agreed upon nationally. The values referred to include honesty, trustworthiness, togetherness, tolerance, responsibility and caring for other people (Suyitno, 2012).

2. Method

In this study, researchers used descriptive research methods and a qualitative approach. This is because, in its aim, descriptive research can provide a description or analysis of the findings and then draw more universal conclusions. Data collected in this research was carried out using the interview method. The data analysis technique used is Miles and Hubberman, namely data reduction, data presentation, and conclusions or verification. The research was

carried out at SD Negeri 18 Air Tawar Selatan, with research subjects being three homeroom teachers, namely class 4, class 5 and class 6.

3. Result and Discussion

The results of this research demonstrate that teachers' efforts in character education are carried out by instilling cultural values, both within and outside the learning process. One notable strategy employed by teachers is the integration of cultural values into the classroom environment, such as through activities aimed at decorating the classroom with elements of Indonesian culture. This activity not only enhances the aesthetic appeal of the learning space but also serves as a tangible way to instill the value of gotong royong (mutual cooperation) among students. By working together to create a culturally enriched classroom environment, students learn the importance of collaboration and collective effort in achieving common goals.

In addition to classroom decoration, some teachers also incorporate cultural elements into the academic curriculum. For instance, in mathematics lessons, teachers integrate traditional games like bekel (a game with stones) to teach concepts related to numbers. This integration of culture into subjects like mathematics helps students see the relevance of their cultural heritage in various aspects of learning, making the subject matter more engaging and meaningful. Through these innovative methods, teachers successfully bridge the gap between academic learning and cultural appreciation, fostering a deeper understanding and respect for cultural values among students.

In the era of globalization, Indonesian society requires teachers who are not only academically skilled but also capable of shaping the character of their students (Firman, 2009). Teachers play a crucial role in instilling cultural values, which are essential for students' personal development and their understanding of the world around them. One of the key responsibilities of educators is to integrate cultural values into the curriculum. This integration can take various forms, such as selecting learning materials that reflect the cultural diversity of

Indonesia, incorporating local examples into lessons, and encouraging students to connect their learning with cultural realities. By doing so, teachers help students recognize the importance of their cultural heritage while preparing them to navigate the globalized world with a sense of pride in their identity and values.

Teachers act as role models in teaching tolerance and respect for differences. They can create a classroom environment that encourages open discussion, where students feel comfortable sharing their cultural experiences without fear of judgment. Based on the results of interviews, it was found that the character of students in the current era of globalization has begun to fade due to the loss of cultural values. In the current era of globalization where it is fast and easy to access anything and anywhere via gadgets, students prefer to play on their own gadgets so that the value of togetherness is eroded and students are reluctant to socialize with friends. This can lead to egoism and lack of tolerance.

Instilling Cultural Values in Character Education in the Era of Globalization

In a character education system that incorporates national cultural values, the cognitive component plays a vital role in shaping students' understanding. This system not only focuses on knowledge but also on cultivating attitudes, feelings, and actions that students will apply in their interactions with the community. It emphasizes the importance of upholding tolerance among religious communities, both towards God Almighty (YME) and towards one another. By fostering this sense of tolerance, character education aims to create a society where individuals respect diversity and live harmoniously, guided by shared values and mutual understanding (Lestari, 2022).

Character education aims to shape and develop Indonesian people who are devoted to God Almighty, obey applicable legal regulations, carry out intercultural interactions, apply the noble values of the nation's culture, and strengthen the spiritual, moral and ethical foundations as the pride of the Indonesian nation.(Safitri, 2020). Through educational institutions with the aim of educating students in the field of knowledge, and being able to learn about attitudes that can be adopted through instilling character education in schools. In

agreement with Wiyani (2013), character education is the process of giving demands to students to become complete human beings, with character in the dimensions of heart, mind, body, as well as feelings and intentions. Implementing character education for children in the era of globalization is actually very simple, but it does require extraordinary struggle.

The current use of gadgets among students has become increasingly centered around watching TikTok videos, which they often emulate and incorporate into their daily lives. This trend is influencing students' behavior and attitudes, as they begin to adopt aspects of Western culture, often without fully understanding the implications. The influence of these videos, while providing entertainment, indirectly encourages students to imitate lifestyles that may not align with local values and traditions. Additionally, when spending time with their peers, students are more likely to engage in playing online games on their personal gadgets, rather than participating in social activities that promote meaningful interaction and the development of social skills. This phenomenon highlights a growing concern about the negative impact of globalization, as students become more engrossed in virtual worlds at the expense of real-world connections. The pervasive influence of technology, if left unchecked, could lead to a disconnection from cultural roots, values, and community bonds, making it crucial to strike a balance and guide students towards using technology in ways that support their personal growth and cultural identity.

To achieve successful character education for students, schools cannot operate independently. Synergy between internal and external school strategies is needed. The internal strategy involves four pillars, namely classroom learning methods, school culture formation, habituation activities, as well as co-curricular and extra-curricular activities. Meanwhile, external strategies involve the role of family and community. The formation of a person's character requires activities that are repeated regularly, which then become habits, and ultimately are not just habits, but have become a character that is inherent in the individual (Nugraha, & Hasanah, 2021).

4. Conclusion

The research results show that teachers have a role in instilling cultural values in students through classroom decoration and integration in learning. It is important for teachers to shape students' character by choosing culturally diverse learning materials and encouraging open discussions. However, in the era of globalization, students' character and cultural values can fade due to excessive use of gadgets, which can lead to egoism and intolerance. Character education, which teaches cultural knowledge and values, aims to develop Indonesian individuals who obey God, obey the law, and apply noble cultural values. Educational institutions should implement character education, which requires students to become complete individuals with character in various dimensions. To ensure the success of character education, schools need to create synergy between internal and external strategies, including classroom learning methods, school culture, habituation activities, and community involvement. Regular activities can help form habits and build inherent character in students.

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