

Character and Competence in The Implementation of Living Curriculum in Indonesian Schools Kuala Lumpur

Fa'uzobihi¹, Muchlas Suseno², Yetti Supriyati³, Mutdi Ismuni⁴

^{1,4} Universitas Pertiwi

Jl. Ir Juanda No133 Bekasi, Indonesia

¹fauzobihi@pertiwi.ac.id

^{2,4}Universitas Negeri Jakarta

Jl Pemuda Rawamangun Jakarta, Indonesia

Abstract– This article explains the concept of Living curriculum in the world of education which has implications for character and skills through the process of coaching and habituation of students about the values, goals and meaning of life. Through this curriculum students can realize how important it is to behave based on good rules and values. The Life Curriculum is also an activity to develop or strengthen the character and good values possessed by students, this makes students have complex principles for harmonious relationships between humans and their environment. The method used in this study is descriptive analysis, which collects data from several national and international articles related to the living curriculum. Kuala Lumpur Indonesia School is developing the Living curriculum. They aim to equip their students to compete in the future era. Therefore, students must have cognitive, affective, and psychomotor abilities. The development of the Living Curriculum at the Kuala Lumpur Indonesia School emphasizes character building and life skills. Another goal of development is to foster collaboration between parents and schools in educating children, so that they have the ability to have life skills and good character, at home, at school and in the community.

Keywords: Living Curriculum: Character and Competence

I. INTRODUCTION

Character education is actually as long as the history of education itself. It's just that regarding the terminology used, the term character education has only appeared in the last decade in the United States, including that used in Indonesia in the last two years in the past ten to twenty years, the term moral education is more popular in America, while the term character education is more popular. popular in Asia. Meanwhile, in England people prefer the term value education. In Indonesia, in particular, the terms character education and Pancasila moral education have been used. Throughout its history, throughout the world, education essentially has two goals, namely helping people to be smart and smart (smart), and helping them become good human beings (good). Making humans smart and smart, may be easy to do, but making humans to be good and wise people seems much more difficult or even very difficult. Thus, it is very reasonable to say that moral problems are acute problems or chronic diseases that accompany human life anytime and anywhere (Sudrajat, 2011).

Life skills as a continuum of knowledge and skills are needed by a person to function independently in life. Another opinion says that life skills are skills that are needed every day by a person to be successful in running life. Life skills are defined "as the ability for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life".

Life skills also mean the ability to adapt and have positive behaviors that enable a person to face all the demands and challenges in his life. In addition, lifeskill also seen as a skill that must be willing and dare to face the problems of life and living naturally without feeling pressured, then proactively and creatively search for and find a solution so that ultimately he may be able to resolve the problem ([Jaya et al., 2018](#)).

Capability a nation or self to rise up because they have good, dynamic, positive, and progressive character. Therefore, character education is needed in the context as an effort to build knowledge, skills, abilities to be able to learn, use information appropriately, and be able to learn to be responsible for students. With that, character education places more emphasis on developing a sense of self-commitment, respecting others in the context of today's increasingly advanced life. In short, we need to promote character education which is positioned as an umbrella for processes and efforts to educate the nation ([Maemonah, 2012](#))

Another thing, individual character cannot be built with learning patterns that are temporary (ad hock) and piecemeal. Character education, even though it includes other subjects, must be built with clear learning materials along with evaluation and learning strategies.

Character building either as individuals, community members, adherents of certain religions, or as people of a nation is a collective interest. However, in the context of education policy, there are several subjects that should discuss character education well, but are not the object of discussion. Both the curriculum and the learning process that represent character building have little influence on the development of students' emotional, spiritual, and social intelligence as the foundation of character education.

Curriculum is a collection of subjects or subject matter prepared by teachers for students to learn." It is synonymous with "study program" and "Syllabus". There is a 2013 curriculum that is oriented towards strengthening student character which has been strengthened by Presidential Regulation number 87 of 2017 concerning strengthening character education (PPK). Thus, teachers are required to strengthen students' character by internalizing the main values of PPK, namely religiosity, nationalism, independence, mutual cooperation, and integrity in every learning activity carried out.

In addition to the 2013 curriculum, there is a Living curriculum which is similar to the 2013 curriculum. However, in terms of flexibility, the life curriculum is more flexible than the 2013 curriculum ([Harini, 2018](#)).

II. LITERATURE REVIEW

Current educationalis actually of very high quality, but there are some things that are forgotten so that teaching methods are considered less effective. One of the most important but often forgotten is life skills or life skills. Life skills are closely related to the skills or abilities that a person needs to be independent in life. in its application in the field of education, life skills are needed by teachers to communicate with students in the academic environment. Life skills can help a teacher to convey the content of the material more deeply and thoroughly so that students can more easily understand the material. Not only that, life skills education must be taught to students as a provision to live independently in the future. An educator should be required to be able to provide life skill values to students. Thus, life skills education must be able to reflect real life in the learning process so that students acquire these life skills, so that students are ready to live in the midst of society ([Wahab, 2012](#))

The Concept of Character Education

Word character comes from the Greek charassein, which means to engrave (painting, drawing), such as people who paint paper, carve stone or metal. Rooted from such an understanding, character is then interpreted as a special sign or feature, and therefore gives birth to a view that character is 'a pattern of behavior that is individual, one's moral state'. After passing through the childhood stage, a person has character, a predictable way that one's character is related to the behavior that is around him ([Sudrajat, 2011](#)).

Good character is related to knowing the good (knowing the good), loving the good (loving the good), and doing good (acting the good). These three ideals are closely related to each other. A person is born in a state of stupidity, the primitive impulses that exist within him may command or control his reason. Thus, the effect that accompanies a person's upbringing and education will be able to direct the tendencies, feelings, and passions to be in harmony with the guidance of reason and also religious teachings.

According to Lickona, there are seven reasons why character education should be delivered. The seven reasons are as follows. 1) The best way to ensure that children (students) have good personalities in their lives, 2) Ways to improve academic achievement, 3) Some students cannot form a strong character for themselves elsewhere, 4) Prepare students to respect others or other people and can live in a diverse society, 5) Departing from the root of the problem related to moral-social problems, such as impoliteness, dishonesty, violence, violations of sexual activities, and a low work ethic (learning), 6) The best preparation for welcoming behavior in the workplace, 7) Learning cultural values that are part of the work of civilization ([Wu & Hyatt, 2016](#)).

One of the effects of the shift in educational content in recent years is to keep students hearing little about moral education and character development. As a result, this is not a priority for many teachers. Teachers need to see the essential nature of their role in this fundamental work. They should be ready to help children draw the moral of a story, or intervene in situations where children are rude to other students. They should be concerned about developing certain students' personal and social values, such as responsibility and persistence on hard tasks. Commitment does not mean obsession. Concern for the moral life of students must be balanced, moralization is boring. At a more basic level, however, teachers must demonstrate their commitment to the regular performance of their professional duties. Such commitment is demonstrated by characteristics such as early grades immediately, being prepared to teach, proofreading papers promptly, being a supportive colleague, and being available to students in difficulty, be it academic or personal. Commitment is demonstrated by the way we do our work ([Ryan, 1988](#)).

The above definition also emphasizes that we must engage students with activities that will lead them to think critically about ethical and moral issues; inspire them to be loyal and loyal with ethical and moral actions; and provide opportunities for them to practice ethical and moral behavior.

Competence

The current state of educational development, especially in our country, requires all parties, both educators and stakeholders, to make changes in their teaching approach which feels conventional and purely doctrinal. So far, there are still many areas that seem to position students as objects of education. This also happens at the university level. In fact, students are actually creatures that are completely different from animals. There is a lot of potential that God has given to humans, which in this case students just ignore. The position of teachers and lecturers when transferring knowledge to students and students, sometimes they still forget that the position of students as subjects of education is neglected. This is because they require existing students to master the theories as they have, which is often without any real application to develop life skills in real life. So that students seem like a bank that is only used for storing knowledge ([Mislaini, 2017](#)).

The potential of children is everything that children have to enable them to grow and develop optimally. The potential of a child is everything that a child has that is unique and certainly different from one another. The application of constructivist theory in developing the potential of a child. on the other hand, proposes an open-ended learning experience in which learning methods and outcomes are not easily measured and may not be the same for every learner. That constructivist theory is the understanding of students in understanding knowledge by means of active learners in exploring and seeking information. Children are free to develop their potential. Students are not fixated on the teacher, students are accustomed to independent learning in developing their potential, of course with the supervision of parents and teachers as facilitators and mediators ([Havidz, 2017](#)).

To improve student competence, there are several things that must be considered, including, the characteristics of students, among others, individual differences, learning readiness and motivation accompanied by manipulation of the learning atmosphere to be preferred by students so that by considering these conditions what should be done? expected to be fit for purpose ([Veras, 2012](#))

Living Curriculum

In its concept, the Living curriculum is a dynamic learning that involves many parts related to education. The goal is to get new ideas in the learning process. The living curriculum focuses on a holistic learning process in building a knowledge framework through a learning approach. It focuses on the process of understanding information and outlining other topics ([Nash & Smith, n.d.](#))

Living curriculum is an educational program that has implications for coaching, coaching and habituation of students about the values, goals and meaning of life. Through this curriculum students can realize how important it is to behave based on good rules and values. The Life Curriculum is also an activity to develop or strengthen the character and good values possessed by students, this makes students have complex principles for harmonious relationships between humans and their environment ([Kinesti et al., 2021](#))

Living curriculum can help students assess what they do and what they don't know. In this case, students must be competent, have a lot of plans, and be motivated. Learners are encouraged to self-regulate and develop an awareness of their affective and cognitive needs. Teachers can help students to increase their enthusiasm for learning and develop appropriate strategies to understand learning materials easily. The relationship between teachers and students is mutual respect, teachers have expertise in the nature of learning and are important participants in the learning process ([Thorburn & Allison, 2017](#))

Table 1. Living Curriculum

Topics	Compenents	
Courtesy and ethics	character	
Love the Motherland and the Nation	character	
Social Care, Sympathy, and Empathy	character	
Time Management	character	
Financial Management	character	
Personal Health		lifeskills
Appearance		lifeskills
Basic Household Abilities		lifeskills
Technical Skills		lifeskills
Survival Skills		lifeskills
Worship	character	lifeskills
Environmental Concern	character	lifeskills
Communication and Social Interaction	character	lifeskills
Literacy & Coding	character	lifeskills

Table above is a standard of character and skills that should be owned by students of the Kuala Lumpur Indonesian School according to their education level as the ideal profile of students and graduates of the Kuala Lumpur Indonesian School who have sufficient knowledge, skills to live independently and a strong character as a Pancasilaist Indonesian nation.

III. METHODS

Method used in this study is qualitative descriptive analysis, which collects data on several national and international articles relating to the evaluation of character, competence and living curriculum as well as analyzing and reviewing literature on these articles. The research tool in this study includes a series of questions developed from a literature review and collecting secondary data to use guidelines for gathering information from informants. Empirical observations were also made to add interpretation. Theoretical notes are also used to add opinions and emphasize meaning.

IV. RESULTS AND DISCUSSION

The concept of living curriculum is very important to be implemented in educational institutions by utilizing a dynamic learning environment and focusing on developing students independently. The characteristics of the life curriculum include comprehensive learning from teachers, students, social groups, and others. There are several principles for improving the living curriculum. 1) Generating creative and innovative ideas, 2) Generating a sense of enthusiasm or curiosity of students in order to build the foundation of the learning experience, 3) Integrating practice, knowledge, and skill development in the learning process, to build a fun, relaxed and conducive learning atmosphere 4) Conduct face-to-face activities with various learning models.

The concept of Living curriculum at the Kuala Lumpur Indonesian School is related to character education. One of the flagship programs is the honesty canteen program. Canteen is a facility or place that provides food and drinks used in agencies, organizations, and schools. The canteen is basically a place to sell food and drinks, but more than that, the canteen can be an appropriate means to train students' honesty. Another example of an excellent program is the no-picket class. That is, the class without picket is a program that aims to train students' responsibility, discipline, and cooperation. This can happen because the level of awareness of students at the Kuala Lumpur Indonesia School towards the environment is higher than students in Indonesia.

As stated by Mrs. Himmatus Sya'adah as the Curriculum at the Kuala Lumpur Indonesia School, that "There are different situations and challenges between students at the Indonesian Kuala Lumpur School and students in Indonesia" (BKPI, 2020). Although there is no picket, cleanliness is the responsibility and obligation of students at Kuala Lumpur School Indonesia, because they are aware that a clean classroom will make them more comfortable and and this learning brings them to their homes ([Jordan et al., 2016](#))

In addition to character education, Life Skills is also a major highlight in the development of the life curriculum at the Kuala Lumpur Indonesia School. According to the Ministry of National Education, a life skill is someone who has certain skills or expertise, and basic abilities that support them. For example, the ability to read, count, plan, solve problems, manage resources optimally and work in teams.

Based on the Indonesian School Kuala Lumpur Living Curriculum (SIKL) guidebook, the Kuala Lumpur Indonesia School Living Curriculum Program (SIKL) is a character education program and basic life skills competencies for all levels of education from kindergarten, elementary, junior high and high school which is carried out in the form of education in school (curricular, co-curricular, and extra-curricular), family education (family education) and community education (society education), with 14 SIKL Living Curriculum standards containing character values and life skills. The following is a table of the Living Curriculum of the Indonesian School of Kuala Lumpur (SIKL) which has been prepared by the SIKL Living Curriculum Program Development Team through the Technical Coordination Meeting for the Preparation of the SIKL Living Curriculum Program 18 to 20 September 2020 at the Hatten Melaka Hotel.

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The concept of implementing the life curriculum at the Kuala Lumpur Indonesian School has its own background. In the current Covid-19 condition, the implementation of the life curriculum at the Kuala Lumpur Indonesia School emphasizes optimizing IT in learning and equipping students with the meaning of responsibility as a principle of character education during home study.

Teachers try to provide assistance and have prepared many instruments to be applied to students while studying from home. The development and implementation of the life curriculum at the Kuala Lumpur Indonesia School in the future is intended to equip students to be able to compete according to their era, because the future of students is very different when compared to today.

The development of life skills in education aims to make students alive and able to live in the midst of globalization. The existence of life skills can increase participation in real life. According to Jacques Delor, it is explained that life has four basic learnings; 1) Learn to acquire knowledge, 2) Learn to do something, 3) Learn to be a useful person, and 4) Learn to coexist. In line with this, life skills are one of the main points in developing the life curriculum at the Kuala Lumpur Indonesian School, the goal is for students to master life skills. This can make it easier for students to achieve a standard of living.

In essence, the development of a living curriculum at the Kuala Lumpur Indonesian School is the right and accurate step to prepare a curriculum to build good character. This is the main key to success in today's era. Because no matter how smart and good a person is, if they don't have good character traits, such as manners, responsibility, respect, and so on, can prevent someone from succeeding. Curriculum development must be a national role model. Because the current curriculum still only focuses on cognitive aspects. Students are required to get the best grades. Even in today's era, good values cannot guarantee a person to be successful. But one has quality skills with good character, it can make it easier for one to achieve success.

V. CONCLUSION

Character education as a way to return humans to their moral awareness must always be guarded by all parties. Families, educational institutions, mass media, communities, and the government must work hand in hand to work together in this responsibility. Without the involvement of all parties, the ideals of implementing character education will only end up at the level of discourse and ideas. Therefore, a comprehensive program of action is needed from all components of this nation. And competence is an alternative as an effort to prepare students to have attitudes and life skills as provisions for their future lives through an active, creative and fun learning activity.

Related to this, the Kuala Lumpur Indonesia School is also developing the Living curriculum. They aim to equip their students to compete in the future era. Therefore, students must have cognitive, affective, and psychomotor abilities. The development of the Living Curriculum at the Kuala Lumpur Indonesia School emphasizes character building and life skills. Another goal of development is to foster collaboration between parents and schools in educating children, so that they have the ability to have life skills and good character, at home, at school and in the community.

With the implementation of the SIKL Living Curriculum Program, the expected output is students and graduates of the Kuala Lumpur Indonesian School (SIKL) according to their level have sufficient knowledge with the practice of attitudes and behaviors that are Pancasilaist in character, and are accustomed to doing work and technical skills that they really need in an independent life in the midst of society later.

The target of achieving the SIKL Living Curriculum by students is adjusted to the level of child development with the phase of achieving character and life skills. Achievement of character starts from the phase of learning, habituation and acculturation. While the achievement of life skills starting from the learning and habituation phase.

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