

**INTERNALIZING CHARACTER EDUCATION THROUGH  
LEARNING INDONESIAN  
IN THE CURRICULUM OF 2013 IN THE ELEMENTARY SCHOOL  
OR ISLAMIC ELEMENTARY SCHOOL**

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**ABSTRACT**

Starting from the problem of degradation of the spirit of nationalism, that is a sense of pride to use Indonesian. Therefore, character education approach is required, which is embodied in the form of curriculum. The curriculum is formulated on the basis of the above problems is to prioritize Curriculum 2013 in the Subject of Indonesian, as the draft of other subjects. This means that the emphasis is expected to Indonesian, the students have more nationalistic spirit and noble personality. The purpose of this study is to examine further the internalization of character education through learning Indonesian in the curriculum of 2013 in the Elementary school or Islamic elementary School.

**Keywords:** *curriculum, character education, Indonesian, students, teachers.*

**A. INTRODUCTION**

Lately in Indonesia, we are more and more difficult to see a scene of a child who is looked down when walking in front of older people, saying with a fine speech, polite and courteous, willing to help the teacher, person or family without being asked. Another phenomenon in the lives of adult education is the presence of school where emphasizes the aged-children in play-group, kindergarten, and elementary school to study English rather than the national language. In fact, the local language

and the national language, in addition to teaching the language, also tucked character education, being polite and it is upload in older people. As a result, gradually hallmark of nationalist and regional flavor of the language and cultural arts in the territory of the Republic of Indonesia will disappear. Many young people more proud to use English, slang, or *Alay* language rather than using the Indonesian. Moreover they increasingly do not understand the language and culture of its own regional culture. The use of Indonesian is good and right even vernacular which no longer has a trend for some Indonesian society. It is one of the poor condition of education regarding the preservation of art and culture that supposedly archipelago Unity in Diversity.

The nationalist spirit fade, to pride Pancasila already begun mortgaged with westernization, and the use of Indonesian national language which is not considered modern is proof that Indonesia has experienced a personality crisis.

Children who are crave intelligent, polite, pious and have a warm personal course are the hope of all the family. However, such children will not be readily when born into the world. They grow through the process of guidance, direction, given the experiences, opportunities and facilities, of course as best parents. Another thing that parents need to do as parents is to prepare themselves first as educators of the best in the house, invite and encourage children to do the educative exploration and introduce education as early as possible.

In order to form the students into a noble, then the teacher needs to guide students to approach character education. Character or character education is an important thing to do. If we care to improve the quality of graduates of elementary, middle and high school, then education without character is a futile effort.

The goal of character education is not simply to teach what is right and what is wrong. It's more of a character study about instilling good habits so that educating students an understanding of what is right and wrong are able to feel good value and want to do it.

People who behave dishonest, greedy, or cruel said to be the bad guy, while people who behave in an honest, helpful person said to be a noble character. Character education will foster students' emotional intelligence that involves the ability to develop their own potential and social relationships with other human beings.

Quality character needs to be formed and nurtured since attending school. Hence, a successful education system is that human beings can form a character which is indispensable in creating an honorable nation-state. Such as by Socrates: "Then the man who's going to be a fine and good guardian of the city for us will be Philosophic in nature, spirited, swift, and strong" (Bloom, 1991).

In this case only to the extent of teaching and learning is only processes of cognitive, affective and psychomotor while often forgotten, or never had escorted the teacher. As a result, students simply memorized the subject, but not followed by a change in attitude, behavior and deeds. They do not even know praying or fasting, prayer and fasting that is the obligatory for Muslims.

The character of the nation gives the building a national identity. Not infrequently, stems from the character of the nation's intellectual progress of a nation can be determined form. Fading national character reflected through true unity shattered, another one is getting difficult to identify friend or

foe. Until Pancasila which is the basis of the state becomes increasingly narrower got a room in the hearts of the people.

Often the cause of the riot preceded by phenomenon was the use of impolite language. Starting from a language that is not polite, not healthy, sarcasm, blaspheme, curse, vilify, discredit, provoke, taunt, or harassing the personal imaging is not virtuous. Language is a tool or a human embodiment of a culture that is used to communicate with or relate to each other, either in writing, orally or movement (sign language), with the aim of conveying the intention of the heart or the will to his interlocutor. As known, character, disposition, or a private person can be identified from the words (language) which is spoken. Designed environment through the use of Indonesian environment was polite and really very likely to form the character.

Educational institutions to teach students are not only to be knowledgeable about science students but also for the formation of character and become responsible citizens (Michael Ferrari, 2009: 1099). Threats education without character (Latif, 2009: 79) became the scourge of the academic community. Strengthening ethics in life, in turn, must be firmly rooted in the nursery and the education system familiarization. Since the self-education process, whether formal, non-formal, and informal become the foundation for the birth of new Indonesian man with a strong character. Character reflects the personality and intellectual qualities / achievements.

Elementary school in Indonesia, many of which emphasize on students to excel academically, without stimulating them to become men of character suit to Indonesian people's philosophy of life. So many of them would be proud and 'rewarded' when successful in the academic field, such as good grades and champion in the race. While the opposing party (not a champion and is well worth) is not received appreciation and similar support.

Starting with a very simple thing, namely, polite in speaking. At the elementary school level students can be taught to use good language. In this case the government is quite sensitive in responding to phenomena that exist, particularly in education. Judging from these problems the government then enforces the presence of Curriculum 2013, with priority in Subjects of Indonesian, as the draft of other subjects. This means that the emphasis is expected to Indonesian, the students have become more nationalistic spirit and noble personality.

Based on the problems that have been studied before, the problem can be formulated to be discussed in this article, is "How is the internalization of the character education through curriculum of learning Indonesian in 2013 in the Elementary school or Islamic elementary School?"

## **B. THEORETICAL BACKGROUND**

### **1. The Essential of Character Education**

Character literally comes from the Greek word meaning "to mark" or mark and focuses on how to apply the value of kindness in the form of action or behavior, so people who are dishonest, cruel, greedy and ugly behavior are called as people who has bad character. Conversely, people whose behavior in accordance with a moral code called the people of noble character.

A famous Confucius philosopher of China states that humans basically have the potential to love kindness, but if this potential is not followed by education and socialization, then humans can turn into animals, even worse (Megawangi, 2004: 93). Therefore, socialization and education of children are closely related to the cultivation of virtue wherever he is (in the family, school, and neighborhood) in forming the character of a child.

In line with Confucius, Lichona has the same view that character education does need to be done at an early age. The opinion was reinforced by the famous Erikson's theory of Psychosocial Development. Erikson says that the child is a human being early picture, ie the period in which the goodness develops slowly but surely (in Hurlock, 1981). In other words, when kindness fails basics instilled in children at an early age, then he will be an adult who does not have the values of kindness.

Furthermore, White (in Hurlock, 1981) states that in the first two years of life are a critical time for the formation of patterns of personal and social adjustment. Of the exposure can be concluded that the character is a moral and mental qualities.

At the core of character formation is influenced by congenital factors (nature) and environment (socialization or education). Potential good character are from human beings before birth, but this potential must be constantly fostered through socialization, even starting from early childhood education.

Once the importance of the formation of character, Martin Luther King emphasized more on childbirth education purposes intelligent and skillful man "Intelligence plus character that is the goal of true education (intelligence character is the ultimate goal of true education)." In fact, the formation of the character used as one of the national education goals. Article I of the National Education Act of 2003 states that among the goals of national education are to develop the potential of learners to have intelligence, personality and noble character. Mandate of the Education Law of 2003 intended that education does not only establish an intelligent Indonesian people, but also personality or character, so that later generations will be born as the nation that grow with the characters that breathe the noble values of the nation and religion.

Character education can be defined as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all components (education stakeholders) should be involved, including educational components themselves, ie the content of the curriculum, learning and assessment, treatment or management subjects, the school management, the implementation of the activities or co-curricular activities, empowerment infrastructure, financing, and work ethic throughout the school community. In addition, character education is defined as the behavior that the school community in implementing character education should be.

According to David Elkind and Freddy Sweet (2004), character education is defined as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within".

Of the opinion, it can be interpreted character education is a conscious effort in an attempt to be helpful, understanding, caring for others and act based on ethical values.

According to Ramli T. (2003), the essence and character education have the same meaning as moral education and moral education. The aim is to form personal child, to become a good human being, citizens, and good citizens. The criteria for good men, good citizens, and good citizens for a community or nation, in general is a certain social values, which are influenced by culture and nation. Therefore, the nature of character education in the context of education in Indonesia is the value of the education, the education of the noble values sourced from Indonesian culture itself, in order to develop the personality of the younger generation.

From the definition above character education, character education can be concluded that rests on the basic character of human (nature / nature), which is derived from universal moral values (absolute) which is based on religion, which is referred to as the golden rule. Character education is a process of coaching, civilizing, and humanizing, which will deliver people learn to their potential so that it can be civilized beings, to stay true to the values of humanity and divinity values.

## **2. The meaning of Curriculum**

The curriculum plays an important role in education. The curriculum provides direction for education to achieve the goal. This is in line with Nurhadi (2005: 1) which states that the curriculum is a tool used to achieve educational goals effectively and efficiently. The importance of a curriculum has implications for the application of directed learning so that the purpose of education can be planned. Oemar Hamalik (2001: 18) states that the curriculum is a set of plans and arrangements regarding the content and learning materials and methods used to guide the implementation of teaching and learning activities. Learning activities that require a planning education goals can be implemented effectively and efficiently.

In the Education Law explained that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals. Oemar Hamalik (2001: 18) adds that the structure and content of the curriculum are the study materials and lessons for achieving the objectives of the educational unit concerned in the context of efforts to achieve national education goals.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used to guide the organization of learning activities to achieve specific educational goals. Specific purposes include national education goals as well as compliance with a specific, local conditions and potential, education unit and learners. Therefore, the curriculum is prepared by the education unit to allow adjustment of educational programs to the needs and potential in the area.

Carter V. Good in the Dictionary of Education, said that the curriculum is a subject matter that should be taken in a subject or a particular discipline, such as Arabic Education curriculum, Education English Curriculum or Social Studies curriculum. According to Zaini (2009: 2), he defined curriculum as well as the outlines of the material to be learned by students in the school to achieve a certain

degree or diploma, or a number of lessons and activities that must be performed by students under the guidance and supervision of the school or college.

William B. Ragan, in the book *Modern Elementary Curriculum* (1966) explained the meaning of curriculum in the broadest sense, which includes the entire program and life in school, the child experiences all under the responsibility of the school. Nasution (1995: 5) said that curriculum not only includes the subject materials but also covers the whole life in the classroom. So the social relationships between teachers and students, teaching methods, including how to evaluate include into the curriculum.

According to Sailor William J. Gallen & N. Alexander in his book: "Curriculum Planning" express the sense of the curriculum is a whole school effort to learn both take place in the classroom, in the yard or outside of school.

### **3. The Function of Curriculum for Educators**

Educator is one of very important components in the education system because educators are the cornerstone for the success of a learning process. Therefore, educators should have some good competences of professional competence, personal competence, and social competence. Function curriculum for educators is to guide the work in preparing and organizing learning experiences for learners as well as a guideline to conduct assessment on learners after completion of specific learning process. Educators are most responsible for the passage of a curriculum, because people who always accompanied the students learning process is educators. So it is expected to the presence of a well-organized curriculum that will help the professional duties of an educator. Curriculum through the learning program preparing teachers can include the preparation of learning objectives, selecting the material, determine the strategies, methods, and media, allocating time and select and implement the evaluation.

### **4. Curriculum Changes**

A curriculum called change when there is any difference in one or more components of the curriculum between the two periods. Curriculum changes can we know by comparing the situations curriculum between the time before and after the change occurs.

Soetopo and Soemanto (1986: 12) curriculum changes may be in parts, but there are also holistic.

#### **a. Changes in parts**

Changes that occur are only on the components (elements) certain of the curriculum that we call as partial changes. In this partial change, it can happen that the changes that took place on a particular component have absolutely no effect on the other components.

#### **b. Comprehensive change**

Besides it in parts, a change in the curriculum may be global. This means that the whole system of the curriculum experience changes which reflected both in its purpose, its content and organization and strategy implementation.

## 5. Factors Affecting Curriculum Change

There are a number of factors that led to changes in the curriculum which is seen in many countries today.

*First*, it is the independent number of a specific region of the world from the colonialist powers. With the independence of the country, they realize that all this time they have been raised in an education system are no longer compatible with their national aspirations. For they start planning for significant changes in the curriculum and the education system.

*Second*, the development of science and technology are rapidly once. In one side, developments in various branches of science are taught in school resulted in a long put forward the theory. On the other hand, the development of science in psychology, communication, and others have put forward the theory and give rise to new ways of teaching and learning in the process. two developments above, by itself gave rise to a change in the content of the curriculum implementation strategy.

*Third*, it is the rapid growth of the world population. With increasing population, it is also a growing number of people in need of education. This leads to that way or approaches that have been used so far in education need to be revisited and modified if necessary in order to meet the need for greater education.

### C. RESEARCH METHOD

The study will obtain good results and maximum, when the process using the appropriate methods. Appropriate research methods will direct the research achieve predetermined goals. In this regard, the form of research used in this study is descriptive qualitative. The research method is descriptive qualitative research procedures which produce descriptive data in the form of a study's findings planting in the internalization of Indonesian subjects in the Curriculum 2013.

Sources of data in this study use a document analysis of several textbooks on integrative thematic of Elementary School or Islamic Elementary School based on curriculum in 2013, several documents related to curriculum policy in 2013, some records regarding the planting of character in children, and so on. Further to the sampling techniques of a study must be done properly in order to obtain a representative sample. Sampling technique in this study was purposive sampling or data retrieval techniques based on specific objectives.

Research can generate complete data if it is supported by appropriate data collection techniques. Without proper data collection techniques, the data obtained may not give results as desired. The data collection techniques used in this study are a technical analysis of the documents, observation, and record. Techniques of observation and record are held to use spoken language, then held recording of relevant data in accordance with the goals and objectives of the research. This method is used because the data of this study is available data in written form.

That research is scientifically, it is necessary to the validity of the data used to maintain the validity of the data collected. The validity of the data used in this study, namely triangulation theory. Researchers use triangulation because the type of research is needed in the library. Triangulation theory is used by way of cross-referencing antarteori (theory one another) to get the theory really

reliable to be used as a reference in the study. For example, researchers use the theory presented by experts.

The data analysis technique used in this study is a model or a flowing braid analysis (flow models of analysis), includes:

### **1. Data Reduction (Data Reduction)**

It is the activity to choose the data object of study in research. Its activities include: confirm, shorten, make the focus, discard the things that do not matter or set of data such that the data conclusions can be made. At this step, it was noted by researchers obtained data.

### **2. Presentation of Data (Data Display)**

Compiling information or data regularly and in detail to be easily understood and analyzed. Presentation of data should refer to the formulation of the problem has been formulated as a research question so that the narrative presented a detailed description of the condition to narrate and answer questions. Presentation of data can be referred to as data analysis.

### **3. Withdrawal Conclusion (Drawing conclusion or Verification)**

In this phase of the research, it has been compiled into the activities of the conclusion of the data that has been acquired since the beginning of the study. Even so, the resulting conclusion is still a tentative conclusion. Therefore, verification against him is a must during the course of a study in progress. Process analysis with the three intertwined components analysis are connected each other and performed continuously in the process of implementation of data collection.

## **D. RESULTS AND DISCUSSION**

### **1. Indonesian position in the Curriculum 2013**

The implementation of Curriculum 2013 at the Primary School/ Elementary School performed through learning-integrated thematic approach from Class I to Class VI. Subjects of religious and moral education excluded for not using thematic-integrated learning. Integrated thematic learning is a learning approach that integrates the various competencies of various subjects to the various themes.

The approach used to integrate the core competencies of the various subjects that intradiscipliner, interdisciplinary, multi-disciplinary and trans-disciplinary. Intradiscipliner integration is done by integrating the dimension of attitudes, knowledge, and skills into a coherent whole in each subject. Inter-disciplinary integration is done by combining the basic competencies that some subjects related to one another, so this is to reinforce each other, to avoid overlapping, and maintaining alignment of learning.

The integration of multi-disciplinary done without incorporating basic competence in each subject so that each subject still has its own basic competence. Transdisciplinary integration is done by linking the existing range of subjects with the problems encountered in the vicinity so that learning becomes contextual.



Theme knit the basic meaning of various concepts so that students do not learn the basic concepts partially. Thus, learning gives full meaning to the learners as reflected in the variety of themes available. Integrated Thematic compiled by the combined process of integration as described above with the understanding that different thematic as introduced in the previous curriculum. In addition, thematic-integrated learning is also enriched with the placement of Indonesian subjects in Class I, II, and III as the tractor / towing other subjects.

Through the formulation of core competencies as a binder in a variety of subjects and themes as a class subject, the placement of Indonesian subjects as for driving / towing other subjects becomes very possible. Strengthening the role of Indonesian subjects was completed through the incorporation of basic competence in the subjects of Social Sciences and Natural Sciences in Indonesian subjects.

Both of these science cause Indonesian subjects to be contextual, so that learning Indonesian becomes more attractive. Such scientific approach especially in Class I, II, and III causes all the subjects taught will be colored by the subjects of Social Sciences and Natural Sciences.

For ease of organizing, basic competencies second lesson is integrated into the course from another (inter-disciplinary integration). Basic competency course from the Natural Sciences are integrated into lesson Indonesian basic competence and basic competences Mathematics lesson. Basic competencies of Social Sciences subjects are integrated into the basic competencies Indonesian subjects, subject to the basic competence of Pancasila and Citizenship Education, and to the basic subjects of Mathematics competencies.

For classes IV, V, and VI, basic competence the subjects of Social Sciences and Natural Sciences each stand alone, so the approach is the multidisciplinary integration, although still using thematic integrated learning. For classes IV, V, and VI, basic competence the subjects of Social Sciences and Natural Sciences each stand alone, so the approach is the multidisciplinary integration, although still using thematic integrated learning.

## 2. Indonesian Subject Charged Characters in Curriculum 2013

The basic competence in Indonesian subject charged character, appears in the following table:

Class		Basic Competence
I	3.3	Know about the attitude of gratitude text affection with the help of a teacher or friend in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding
	3.4	Know the story of the self text / personal ity about family presence with the help of a teacher or friend in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding

II	3.4  3.5	Getting to know the text of the poetry lyric of the universe and the appearance with the help of a teacher or friend in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding  Know the apology text about living in harmony in a pluralistic attitude of family and friends in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding
III	3.3  3.5	Expressing personal response letter of text content on the development of production technology, communications, and transportation as well as social and environmental problems in the area with the help of teachers and friends in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding  Gather information from the text game / games area of animal and plant life with the help of a teacher or friend in the Indonesian spoken language and written vocabulary that can be filled with local language to help understanding
IV	3.2  3.5	Describe the text instructions on maintenance of sensory and use of modern technology and traditional instruments with the help of teachers and friends in the Indonesian spoken language and written vocabulary by selecting and sorting the raw  Gather information from text reviews of books on the history and development of the heritage value of the Hindu -Buddhist in Indonesia with the help of teachers and friends in the Indonesian spoken language and written vocabulary by selecting and sorting the raw
V	3.4	Exploring the information from the text rhymes and poems about natural disasters and the life of the nation with the help of

	3.5	written vocabulary by selecting and sorting the raw. Gather information from narrative text about the history of the development of the values of the Islamic kingdom in Indonesia with the help of teachers and friends in the Indonesian spoken language and written vocabulary by selecting and sorting the raw
VI	3.3	Describe the contents of the text persuasive speech about patriotism and the system of local government and public services with the help of teachers and friends in the Indonesian spoken language and written vocabulary by selecting and sorting the raw
	3.4	Gather the information from fiction text about the history of the Indonesian archipelago territorial integrity and its relationship with neighboring countries with the help of teachers and friends in the Indonesian spoken language and written vocabulary by selecting and sorting the raw

### 3. Internalizing Character Education through Learning Indonesian in the Curriculum of 2013 in the Elementary School / Islamic Elementary School

#### 1. Trustful and honest character or Wise

##### a. Honesty or *Amanah*

Honesty means meaningful alignment between the news with reality. So, if a news accordance with the existing circumstances, it is said to be true or honest, but if not, then it is said to lie. Honesty exists in speech, there is also the act, as someone doing an act, of course, as it is on his mind.

The education system is only concerned with aspects of Intellectual Quotient (IQ) or the ability of the brain and the power of thought alone, regardless of the importance of emotional intelligence/ Emotional Quotient (EQ) and spiritual intelligence / Spiritual Quotient (SQ). Surely there is something wrong in the pattern of development of Human Resources in Indonesia for this, namely the unrelenting IQ, EQ and SQ regardless. Therefore, this condition is time terminated, in which education should be implemented in a balanced manner, taking into account and giving equal emphasis to IQ, EQ and SQ. This can be done by combining IQ, EQ and SQ in the curriculum in Indonesia.

IQ, EQ, and SQ is a unity that can not be separated, as the illustration in chart 2. below.

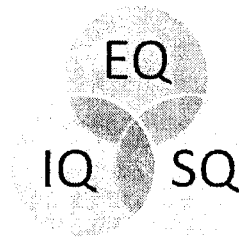


Chart 1. Balance of IQ, EQ and SQ

(Source: Ari Gina, Furqan M. Hidayatullah in 2011: 197)

b. Wise

Wise is understood about balance. Understanding crime and kindness, understanding and patience anger, fear and courage comprehend, understand others and yourself. Wise means also knowing. Knowing about the wants, needs, desires, beauty and beauty.

c. Implementation of the Learning Indonesian

Telling the story through the concept

Invite the students to share various stories about the truthful and corruption. The example, a country populated more than 20 died -children because of the fire in the current village. The leader of the country does not use money accepted for building the good and appropriate inn. A number of charities that they got use to corrupt the reporter to report what they have did indeed.

Assignment!

Tugas!

Invite the students to share various stories about the truthful, then discuss this topics:

1. Thought, words, and honest acts create the harmony and similarity.
2. Honest people know that all people are connecting each other.

Ask them to relate to the corruption story and dishonest. Invite them to discuss the effect of corruption for the victims, leaders, and other related victims and the effect generally in the related country. For the related prediction with the effect whether in the short or long term. For the group include 3 or 4 people to make mind map caused from the dishonest at the half of paper, and honest for the rest of them.

**2. Respect and Courtesy**

a. Respect

Respect is an attitude of the recognition that there are other people who need to even be aware of other than yourself, treat others kindly and reasonable. When someone would take a decision then he should incorporate others into consideration before deciding and doing an action that affects their existence.

The form can be either be a direct homage, for example when a direct encounter with another person, for example, in the classroom, in public transport, schools and others. Form of respect in a manner that does not directly, can be done with the services of other people want to admit, do not take the rations. Then be positive, for example, say thanks, give praise, and so on. Be negative, for example, does not emphasize the existence of things that are made, but emphasizes that it is not made.

#### b. Courtesy

Courteous is an ideology that requires conceptualization. A person's attitude toward what he saw, he felt, and in the situation, any condition. Attitude is like well mannered, respectful, smiling, and obedience to a rule. True politeness is more personal highlight good and respect anyone. Said talk of any one could see one's modesty.

#### c. The Implementation in Learning Indonesian

##### Making Poetry or Essay

Read hero of culture or country.

Discuss one or more of the following questions.

Some of the following statements can be added.

1. How the figures do not show a sense of respect?
2. How do you feel protagonists?
3. How would you feel if that happened to you?
4. How else figures show respect?
5. What do you want to do if you're in there?

Create a poem or essay of these items.

- Appreciate friend: Discuss the points above, every person is entitled to respect and valued life, including me. Create a cartoon or a story about appreciating friends, or writing an essay.

##### Drama Scripts

Create a play that illustrates the respect and disrespect to parents, teachers, or friends.

Create a short letter to yourself. Say things that you appreciate about yourself and also give the best advice.

### 3. Generous, helpful, and mutual help

#### a. Generous

Generous has an intention as a man of character should be willing to share, not miserly, and not poor science. If there are people who need them in trouble a noble character should be willing to provide a way out and do not complicate others.

#### b. Likes to Help

Basically everyone has a good character trait, but the implementation and education environmental influences can alter these characteristics. Act in goodness is a must including helpful is something that must be done every person. There is a phrase "What you sow, so you reap". The phrase suggests that the Indonesian people are actually very closely related to good character, but the nation's current personality molt westernization. For the character values need to be instilled back, especially in learning Indonesian.

#### c. Mutual help

Mutual aid is a national identity and a culture that has been deeply rooted in people's lives. Mutual aid grew from our own, the behavior of the public. Mutual cooperation is an activity undertaken jointly with voluntary activities undertaken in order to run smoothly, easily and lightly.

#### d. Implementation of the Learning Indonesian

##### Short story

Read a short story or a book about cooperation. There is a lot of hard work that requires human cooperation. Choose one of your culture or other cultures in your community. In reading the story, ask if there is evidence of grain reflection: people working together receive cooperation. Ask if there are experienced. Ask them to give you an example.

Write a story can be a funny story about going to the store and served by shop assistants who are not cooperative.

Write a story about the world that work together.

##### Report Writing

Ask students to write their responses (alone or in a group) over the following matters:

Describe the ideal classroom for learning

Describe the ideal student

Describe the ideal teacher

Ask them to tell their depiction in small groups. And report back to the larger group. Write down the main points on the board. Ask for:

Rules of what you want in your class, which touches on the picture of your ideal?

After students submit their rules, ask where the most important.

##### Slogan

Create a slogan about cooperation. Picture or painting slogans on the length of paper, stick it on the wall.

#### 4. Confidence, Creative, and Workhorse

##### a. Confidence

Confidence is the belief in the abilities and potentials as well as assessment (judgment) ourselves in doing the task and select an effective approach. This includes confidence in his ability to face an increasingly challenging environment and confidence in the decision or opinion.

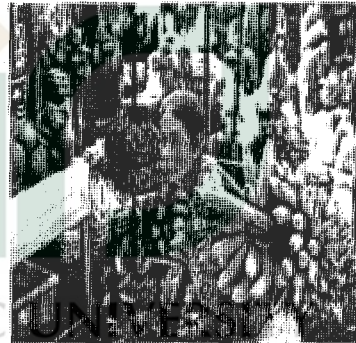
##### b. Creative

Creative is a person's ability to give birth to something new, either in the form of ideas and real work, either in the form of a new work or a combination of things that already exist, like never before by emphasizing the ability is related to the ability to combine, solve or answer the problem, and a reflection of the operational capabilities of a creative child.

In this life of creativity is very important, because creativity is an ability that is very significant in the process of human life. Human creativity that characterizes the great creator gave birth to life the history of mankind with spectacular works.

##### c. Workhorse

The hard work is trying in earnest to achieve goals or objectives. In this life no one can be successful and be able to get all his wishes without working hard. With life always works hard someone will experience a life of meaning and meaningful. Hard work will also improve one's life into a better direction again.



Implementation of Hard Worker

#### d. Implementation of the Learning Indonesian

##### Essay

Exploration of the theme of freedom while students practice writing skills. Grains can be used as a reflection essay topics.

In the literature, it can be read from several autobiographies of world leaders and nations, the fight for freedom. For example: Sukarno , Suharto , B.J. Habibie . or :

Invite students to read stories about famous people or freedom of speech .

Ask students to choose wisely famous phrase about freedom.

Write a poem about freedom.

Write a story or essay based on the historical character image.

Write a personal essay, "I Have Freedom to ...."

Groups can debate about the freedom to choose a topic in one or more of their debate. Or they can choose one or more items in the above reflections.

Discussion: Freedom is a continuous process. How do we maintain and create it.

Every man is free.

##### Poetry and Stories

Discuss the following materials:

Freedom is a continuous process . How do we maintain and create it?

Transforming themselves to initiate a transformation of the world. The world will not be free of war and injustice to any individual frees himself.

Activity

Write a poem or story, begins with, " I believe in freedom because .... Tell others, stories, poems or phrases about freedom wisely.

Finish off with a song and relaxation exercises.

#### 5. Leadership and Justice

##### a. Leadership

According Tead; Terry; Hoyt (in Kartono, 2003) leadership is an art activity or influence others to cooperate based on the person's ability to lead others in achieving the desired goals of the group. The opinion is supported by Young (in Kartono, 2003) which states that leadership is a form of domination based on the personal abilities that could encourage or invite others to do something that is based on acceptance by the group, and has special expertise appropriate for the specific situation.



**b. Justice**

Justice by Plato projected on human beings is fair to say that the person in control of himself and his feelings are controlled by reason. Socrates projecting the administration of justice. Confucius argues that justice occurs when a child as a child, when the father as a father, when the king as king, each has been doing its duty. This opinion is limited to the specific values that have been believed or agreed upon.

**c. Implementation of the learning Indonesian****Writing Traditional poetry, couplets, and Essays**

Make a rhyme and couplets by using the theme of justice!

Make an essay with the topic:

1. How to become a good leader?
2. How to make people prosper?

**6. Good and Humble****a. Good**

In Big Indonesian Dictionary, the word good has many meanings, one of which is an act that is commendable and useful, whether it's for yourself or others. Neither is a basic and natural properties that exist in a person. One's intention to do good deeds prove his spirits. Actions signify perseverance, stability, courage, and loyalty, in other words the depth of his faith.

**b. Humble**

Understanding humble is not overbearing. Deeper understanding is if we do not see ourselves having more value than another human being. A humble man is a person realizes that he gets all the pleasure comes from God Almighty.

**c. Implementation of the Learning Indonesia****Observation reports**

Plan to go to a beautiful area, close to school. Spend some time there, partly to learn and partly in silence. Invite a naturalist or native territory. Ask them to explain the variety of plants that exist in the area or teach them humility.

Thorough simple things like the light on the leaves, trees, small flowers, birds or whatever you observe nature. Lie down under a tree, and watch the leaves. For a few minutes, be an observer, free from desire. Then write a poem, as if delivered by nature. That God created nature is so beautiful, and we are very small compared with the power of The God.

## 7. Tolerance, Peace, and Unity

### a. Tolerance

Tolerance is a term in the context of social, cultural and religious attitudes and actions mean that prohibits diskriminasiterhadap different groups or can not be accepted by the majority in a society.

### b. Peace

Peace is a state of heart that always submissive and obedient to God Almighty. Peace is a state of mind that upholds calm, follow the straight path, he loves what he is commanded to love and be loved, hated what he hated and he commanded to be hated and always make it a role model in all aspects of life.

### c. Unity

Unity is a situation conducive together under all circumstances. Not divided and not mutually pitting each other. But mutually supportive join forces together to achieve something good.

### d. Implementation of the Learning Indonesian

#### Writing Poetry

Ask students to find articles about the 'unity' later, the students were asked to search for vocabulary related to unity and disunity. Students can use the Big Indonesian Dictionary or Thesaurus dictionary to find synonyms and antonyms of the word. In groups or individually, students can continue to write poetry activities that can take the reader from one thought / feelings to the thoughts / feelings are opposite.

#### Essay

Ask students to write an essay about unity.

## E. CONCLUSION

Based on the above analysis we can conclude the results of the study in this paper, namely: (1) Indonesian subjects have a very large role in forming the character of the efforts of students, who then embodied in the form of Curriculum 2013; (2) In the 2013 curriculum stated that Indonesian subjects serves as a tractor / towing of other subjects, which are plotted in four different forms approaches, namely intradisipliner integration approach, interdisciplinary integration, the integration multidipliner, and transdisciplinary integration, (3) There are materials of Indonesian subjects in Basic Competency (BC) curriculum in 2013, which shows the charge characters such as: honesty, humility, respect, courtesy, and so on.

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