

Building Student's Social Environment Awareness Through the School's Typical Curriculum

Wenselinus Nong Kardinus¹, Ifit Novita Sari², Dwi Fita Heriyawati³
{vitasari72@gmail.com², dwifitah@gmail.com³}

Universitas Kanjuruhan Malang, S. Supriadi 48, Malang, Indonesia¹²³

Abstract. In the millennium era, we cannot be separated from the digital world, all the information can be accessed easily. Everything are done instantaneously, fast paced without limits of space and time. The ease of accessing information has a social impact, one of which is the reduced concern for students in their social environment. These conditions also erode the sense of solidarity of school-age children. They less concentrate about their environment and the people around them. This condition happened because they feel they can interact directly with their communities through their gadgets. Schools as one of the institutions that have an important role in the process of building the character education must inevitably have to find a surefire way. So, the students have good character, their eastern culture is maintained as expected by the vision and mission of the school and the students' parents. The curriculum is designed according to the vision and mission of the school and has special characteristics that different by other schools.

Keywords: social environment, awareness, students, curriculum.

1 Introduction

Humans as social beings will not be separated from other humans and their environment to interact and continue their lives. The social environment will shape people in it into a unity of culture that is mutually agreed upon. From a pluralistic society to a homogeneous society that is culturally, adopts and shares culture, mutual respect and understanding so that they can live in harmony with a variety of different cultural settings [1]. Soekarno as a pioneer of the Indonesian people in giving birth to Pancasila as an ideology and basic state that aims to uphold the dignity and noble values of the nation in order to become a respectable nation in the world. Pancasila was born to form the nation's character (Nation and Character Building) which in addition to being a unifying tool of the nation as well as a characteristic of the personality of the Indonesian people who respect the diversity of customs, culture, ethnicity, language, religion, love, tepo seliro, mutual respect and mutual cooperation mutual cooperation. The nation of Indonesia is known to the world as a friendly nation with traditional Eastern customs. Mutual cooperation, tepo seliro, and mutual respect are the main characteristics of the Indonesian people, but as the era develops these characteristics begin to fade. The national identity built by the predecessors of this country began to be tainted with the entry of western culture. Openness of society opens the door to change both in terms of national character and culture. The noble desire of the founder of this nation wants Indonesia

to be a respected and respected nation, character education and citizenship are included in the national education curriculum [2].

Schools as formal and non-formal student education institutions under the guidance and supervision of teachers have an important role in maintaining the noble values and personality of the nation. Various methods are used so that the process of inheriting science, technology and culture can continue without having to ignore the current modern situation. The acculturation process certainly occurs, although there is a new culture but the old culture is maintained, even there is a good mix between the old culture and the new culture. Science and technology from day to day are always developing, the threat of globalized globalization is very thick coloring the world of young people including school-age children. The phenomenon is inevitably also "dangerous" for students who incidentally have not been able to sort out which things are good and not for themselves. The social environment is everyone and the atmosphere of the place can affect us both directly and indirectly [3].

Character education is education develops the personality of students who have been born at birth. These personalities are developed in accordance with the values and norms prevailing in society, so as to become members of the community and citizens who are religious, nationalist, productive, and creative [4]. Character education begins to be emphasized again through various ways, ranging from internalization in learning activities, intracurricular and extracurricular. Each school has a vision and mission as outlined in the school program including character education. Of the twelve characters that were formulated by the government, they were not necessarily fully implemented. Schools are given the freedom to use the character which suits the needs of each school.

Schools must have the right strategy so that the character education process is successful and does not appear to be a force for students. Sekolah Menengah Atas Katolik Frateran Malang (SMAKFRAM) in Malang has a strategy in implementing character education. As a compulsory program from the government, the school actually has since its inception had a vision and mission to improve the morals of students through various customs. This habit becomes a culture and tradition in SMAKFRAM which always done continuously every year with innovation so that students feel not saturated.

2 Method

This research uses case study research method with a qualitative approach. Researchers are the instruments themselves armed with interview guides that have been set according to the focus of the study. The data obtained through interviews, observation and supported documentation data. Data obtained through key informants namely the principal, and other supporting informants such as the deputy headmaster, teachers, students, education staff, and parents.

The results of interviews were cross-checked with observational data and supporting documents into field notes, and reduced according to the focus of the study, then reconfirmed to the informant. Reconfirmation is done so the data is valid and not only based on the subjectivity of the researcher.

3 Result and Discussion

The noble ideals contained in the Vision and Mission of SMAKFRAM are manifested in a number of school programs, both in the form of school habits/culture, intracurricular activities, extracurricular activities and incidental activities related to national and religious holidays. The vision of SMAKFRAM is "manifested intellectually, intelligent and skilled, competitive, superior in science and technology, noble character and soul imbued by slogan *TANGGUH* (Tertib, Adaptif, Nasionalis, Giat, Gembira, Unggul, dan Harmoni)". One indicator of the school vision is the realization of curriculum development that adaptive and suitable with SMAKFRAM. The curriculum is described as a written document as a result of mutual agreement between the curriculum compilers and educational policy holders with the community. A curriculum can also cover a certain scope, a school, a district, province, or the whole country [5] The adaptive and distinctive curriculum returns to the school's vision described in the school's mission and objectives. The concrete form is in the form of school superior programs that have been designed to realize the school's Vision, Mission, and Objectives.

3.1 Typical Curriculum

Before being activated about the *Gerakan Penguatan Pendidikan Karakter* (GPPK), SMAKFRAM had already set the ideals about character education to its students through the Vision, Mission, and Objectives of the school, one of which was *TANGGUH*. When the government through the Ministry of Education and Culture imposed the GPPK, the school was getting more serious, this was proven by issuing a Decree on the Formation of a Team to Develop a Character Education Strengthening Program in 2017.

The seriousness of the Principal in managing the school contained in the management of the school curriculum. In addition to using the curriculum set by the Ministry of Education and Culture this school also develops a unique curriculum that is aligned with the school's Vision, Mission, and Objectives. The curriculum implementation is contained in programs that have been designed and adjusted to the ability of schools both in terms of human resources, funding, facilities and infrastructure [6]. The curriculum is made according to the needs of the school community and adjusted to the school's Vision and Mission, so that the ultimate goal of the Vision will be achieved [7].

The implementation of the special curriculum of SMAKFRAM in the form of school superior program is divided into: (1) character education implemented in the daily learning process and through habituation; (2) extracurricular activities which are programs of education to develop the talents and interests of students and prepare for competitions in non-academic fields; (3) green school environment programs; and IT based learning. The character education program that is implemented in the daily learning process and through habituation is divided into: (a) habituation that is carried out every day, and (b) habituation which is done once a week. The presentation in the table below shows the habitual activities that are carried out every day and once a week as the first SMAKFRAM Featured Program..

Table 1.Habits carried out every day.

No.	Habituation
1	5 S (Smile, Greet and greeting, Polite, Courteous) in the school environment
2	Entering the class accompanied by the Mars SMAKFRAM/MARDI

	Wiyata instrument (from the center)
	Scripture reading and brief devotions
	Morning prayer
3	Angelus Prayers
4	15 minutes reading or telling stories
	Reflections
5	The closing prayer of learning

Source: PPK SMAK Frateran Malang Book Program

In table no. 1 above shows the habituation activities carried out every day by students and the entire SMAKFRAM community. The morning greeting is done by the picket teacher by applying 5 S (Smiles, Sapa, Salam, Polite, Courteous). The picket teacher is in charge of welcoming teachers and students as well as monitoring students who are late. Late students are recorded in the Buku Tata Tertib Siswa (Tatibsi) owned by each student and must be taken every day. In the *Tatibsi* book recorded not only delays, but there are several types of notes, namely: (1) student achievement awards, (2) achievement records, organizational participation and school activities, (3) notes regarding permission requests (school interests), (4) records regarding delays, (5) records regarding permission requests, and (6) records of student violations. Documentation data obtained in the field shows that the number of delays and violations has been very compliant in the last three months, this is because students have understood their duties and responsibilities as students to comply with all school regulations.

Customizing officer or executor no. 2 and 3 are carried out alternately between the teacher and students, this is intended to train the courage to appear in public and the leadership spirit of students. Students are stimulated by reading interest in order to grow through habituation no. 4, although the results have not yet been seen, the activity has accustomed students to start liking reading some of the readings available in each corner of the class. The title of the book varies, ranging from educational books, religious to motivational books that build. Reflection is carried out so that students understand and are grateful for the activities that have been carried out that day (interview data from the Principal, Teachers, and students). This habit which is carried out every day can be concluded to foster the religious spirit, discipline, and responsibility of students. This can be seen from the attitude of students towards the duties and responsibilities of each.

Other habits that are done once a week are also routinely carried out according to a schedule that has been arranged. Different from the habituation done every day, the habituation is done once a week, preferring the growth and development of the personality, skills, interests and talents of students. Extracurricular is used as a means to facilitate the development of students' skills, interests and characters.

Table 2. Habits carried out every day

No.	Customizing the Implementation	Time
	Flag ceremony / apple flag	
1	Sing a national song	• Every Monday
	Homeroom Hours	• Every national holiday
2	Extracurricular Activities	
1	Literacy and Praying in English	Every Tuesday
2	Extracurricular Activities	
1	Literacy and Worship Hyang Javanese base	Every Wednesday
2	Extracurricular Activities	
1	Clean Thursday	Every Thursday
2	Scouts	
1	Healthy Friday	Every Friday

2	Social Action
3	Build Faith
4	Interest Talent Class

Source: PPK SMAK Frateran Malang Book Program

Extracurricular activities are the second flagship program of SMAKFRAM, divided into two categories namely compulsory and optional extracurricular activities. Mandatory extracurricular activities are Scouting, while selected extracurricular activities are activities that hone the skills, interests and talents of student participants such as sports and arts.

Table 3. Types of Extracurricular Activities

No.	Extracurricular Type	Extracurricular Name
1	Required	Scout
2	Selection	Active Speaking English Journalism Science Application PMR Japanese language Culinary art Photography Jujitsu Volley Basketball Futsal PASKIB Choir Modern Dance/Dance Traditional Dance Theater Band Karawitan
	A. Knowledge & Skills	
	B. Sports	
	C. Art	

Source: PPK SMAK Frateran Malang Book Program

The third SMAKFRAM Featured Program is the Green School Environment Program. As a school that cares and is cultured in the environment, SMAKFRAM develops environmental programs including: (a) environmental education material integrated in subjects, (b) a clean Thursday program, (c) a sapeapot program (one learner one pot), (d) green house, (e) 5 R activity (Reduction: 3 days without plastic bags, Reuse: use of used plastic bottles for pots, Recycle: composting, handicrafts, Replace/replacement: replacing tissue with a handkerchief Repair/replacing: replacing planting media, (f) daily plant care pickets, and (g) utilization of the school ecosystem as learning media. This third flagship program is routinely carried out by all members of the school community in order to realize environmental stewardship.

IT-based learning is SMAKFRAM's fourth flagship program. The availability of school facilities and infrastructure to support IT-based learning includes: (a) computer laboratories, (b) UNBK laboratories, (c) classroom learning using LCDs, (d) WI-FI (school internet), and (e) e-mails and school website as a school information system (email: smakfram@yahoo.co.id and school website: www.smakfrateranmalang.sch.id)

The Flagship Program designed is a combination of the Vision, Mission, and Objectives of the school and the program promoted by the government, namely the Character Building

Strengthening Program. SMAKFRAM developed this integration into the design of PPK activities for one week, as shown in the table below.

Table 4. Design PPK Activities in 1 Week

	Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
ADMINISTRATION	Time	06.45-07.00						PPK ACTIVITIES WITH PARENTS, COMMUNITIES, AND ENVIRONMENT
	Activity	Ceremony	Singing Mars SMAKFRAM/ Mars Mardi Wiyata			Friday is healthy		
			KS verse reading and brief devotional, prayer					
			Indonesian	English	Javanese			
	Character	Nationalist	Nationalist, Independent, Responsibility, Integrity, Religious			Independence, responsibility		
	Time	07.00-07.15						
	Activity	Homeroom Hours	Literacy	Literacy	Clean Thursday	KS verse reading and short devotional, Prayer		
	Character	Character	Literacy, Integrity, Responsibility		Mutual cooperation	Religious		
STUDY LOAD	Time	07.15-15.00						
	Learning Activities	Learning: Group A subjects, Group B subjects (including local content), Specialization Subjects, Cross-Specialization Subjects, Faith Building						
PPK	Time	15.00-16.30						
	Activity	(Religious, responsibility, independent) Activities to strengthen character based on selected extracurricular activities and completion of structured tasks, independent tasks, and group work (Co-curricular) end with reflection and prayer						

Source: PPK SMAK Frateran Malang Book Program

The above design shows that religious values strongly color the activities designed by SMAKFRAM. A very appropriate mix between Religious, Nationalist, Local Wisdom and International. This means that religious values become the foundation for developing other values without leaving local values and still being able to integrate with the current progress of science and technology.

3.2 Social Environmental Concern

The social environment at SMAKFRAM is divided into three, namely: (1) the school environment, (2) the family environment, and (3) the environment around the school. The three parts of the environment support each other towards the course of teaching and learning

activities in schools. The three social environments above have different contributions in weight and importance [8].

The school environment includes all parties who support the running of school operations, ranging from foundations, school leaders, teachers, education personnel, students, cleaning services, canteen guards, and security guards. All parties have their respective contributions and roles in the process of character education in schools. The foundation has the role of supporting and facilitating all school programs for the achievement of the school's Vision, Mission and Objectives. The principal is fully responsible for the implementation of all school programs including the implementation of character education in schools. Teachers and homeroom teachers have full responsibility for the development of students because they will monitor whether the process of transferring values in character education has been conveyed or not. In Table 4. The homeroom teacher has 15 minutes every Monday to meet with the students. The activity is carried out to evaluate the activities of the previous week and the coming week. In addition, to solve problems in the class both individually and as a whole. Students are given direction and support for what has been done during the past week and the next week. The point of the activity is to solve all the problems that occur and plan future activities [9].

The family environment consists of parents of students, students, and other members who are in the family environment. The family environment has the greatest weight among the two other social environments. Life values and characters have been embedded since students were born and raised in the family environment. But once the school environment and the community environment also colors students' values and behavior. The process of transferring values, character and culture in addition to happening in the family environment also occurs in the school environment and community environment [10].

The community around the school is the community that lives around the school. The role of the community environment is to support all school programs that have an impact on the environment of the community itself or not. In Table 2. social action activities are carried out every Friday, these activities are carried out by collecting funds from students and all school equipment. Funds obtained are managed by OPDIS OCITA/OSIS as representatives of students. The distribution of social action funds is intended for students who need help and social service activities to the community outside the school. The social action program trains students to be sensitive and have empathy for others, both with people in the school environment and in the community [11].

The curriculum designed in accordance with the Vision, Mission and Objectives of SMAKFRAM schools has a positive impact on students' social care, this can be exemplified by a sense of solidarity at the time of Ramadan by sharing love through joint activities with residents around the school [2].



Fig. 1. Open together with residents around SMAKFRAM

Another concern is seen in one incident of students' heroic actions when they see an ambulance trapped in traffic, while the car is carrying a patient who must be treated immediately because of an injury. The incident was appreciated by the school whose students became patients in the incident.

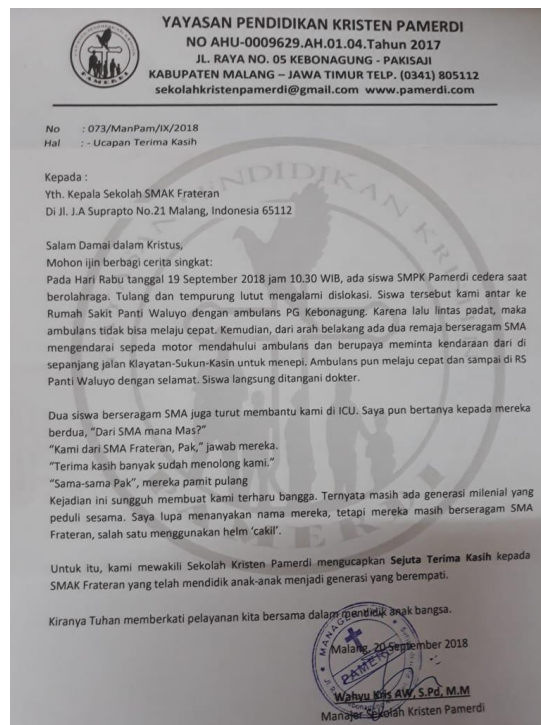


Fig. 2. A letter of thanks to SMAKFRAM

4 Conclusion

Based on the results of the discussion the following things can be formulated. First, the school curriculum that has been designed in such a way is good even though the expected results have not been as expected, but have begun to show results, namely the concern of students in their social environment, as evidenced by the appreciation of external parties towards SMAKFRAM. Second, the curriculum needs to be reviewed, especially in terms of program evaluation that has been prepared to measure the achievement of the program. Third, there is a need for coaching or workshops for educators to be able to improve their ability to use learning models that are integrated with the content of Character Education. Fourth, it is necessary to make an independent learning module that contains Character Education. Fifth, it is necessary to improve and adjust the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* documents to fit the Character Education Strengthening Program. Sixth, the school environment can also provide a meaningful role in the formation of students' caring environment. Seventh, the results of the study show that in the school environment, teachers play an important role in monitoring the attitudes of students in schools. Eighth, educators and education staff are now able to carry out PPK activities in accordance with the tennis guidelines from the Ministry of Education and Culture and the foundation but have not been able to optimize Character Education activities in detail, still need coordination with all elements of PPK implementers. Ninth, the need to empower the role of the School Committee in empowering parents as part of Character Education.

Acknowledgments

This research was supported by a grant Thesis Magister from the Minister of Directorate Higher Education of Indonesia (DRPM DIKTI).

References

- [1] A. A. Gea, "Enculturation Pengaruh Lingkungan Sosial Terhadap Pembentukan Perilaku Budaya Individu," *Humaniora*, vol. 2, no. 1, pp. 139–150, 2011.
- [2] I. Suyitno, "Pengembangan Pendidikan Karakter dan Budaya Bangsa Berwawasan Kearifan Lokal," *J. Pendidik. Karakter*, no. 1, 2012.
- [3] R. M. Tamara, "Peranan Lingkungan Sosial Terhadap Pembentukan Sikap Peduli Lingkungan Peserta Didik Di Sma Negeri Kabupaten Cianjur," *J. Geogr. Gea*, vol. 16, no. 1, pp. 44–55, 2016.
- [4] S. Judiani, "Implementasi pendidikan karakter di sekolah dasar melalui penguatan pelaksanaan kurikulum," *J. Pendidik. dan Kebud.*, vol. 16, no. 9, pp. 280–289, 2010.
- [5] N. Ahid, "Konsep dan Teori Kurikulum dalam Dunia Pendidikan," *Islam. J. Stud. Keislam.*, vol. 1, no. 1, pp. 12–29, 2006.
- [6] D. Zuchdi, "Pengembangan model pendidikan karakter terintegrasi dalam pembelajaran bidang studi di sekolah dasar," *J. Cakrawala Pendidik.*, vol. 1, no. 3, 2010.
- [7] I. N. Sari, "Kurikulum Ideal untuk Indonesia," 2015.
- [8] J. A. Athman and M. C. Monroe, "Elements of Effective Environmental Education Programs.," 2001.
- [9] J. Anyon, "Social class and the hidden curriculum of work," *J. Educ.*, vol. 162, no. 1, pp. 67–92, 1980.

- [10] Y. Wulandari and M. Kristiawan, "Strategi Sekolah dalam Penguatan Pendidikan Karakter Bagi Siswa dengan Memaksimalkan Peran Orang Tua," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, vol. 2, no. 2, 2017.
- [11] M. A. Ramdhani, "Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter," *J. Pendidik. UNIGA*, vol. 8, no. 1, pp. 28–37, 2017.