CHARACTER CONTENT AND LOCAL EXCELLENCE IN VOCATIONAL CURRICULUM IMPLEMENTATION IN TABALONG REGENCY

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ABSTRACT
This study is conducted based on the view that the curriculum as a product of the times and a reflection of the values that live in the community should be able to accommodate national and regional interests. Regional interests in this concern are character values and local excellence in Tabalong Regency. One of the ways that can be used to accommodate those interests is through curricular internalization, extra-curricular activities, and a hidden curriculum making. The results of this study show that the implementation of the vocational curriculum in Tabalong Regency is generally carried out with the principles of integrated, relevant, continuous, and applicable. Character building is carried out in curricular activities (planned and listed in curriculum documents), extra-curricular (being part of supplements or coaching outside the provisions of the national curriculum but supporting the implementation of the national curriculum).

KEYWORDS: character, local excellence, vocational curriculum

1. INTRODUCTION
In general, vocational curriculum in Tabalong Regency is a curriculum that adopts dual system education. This curriculum model combines theory in the classroom and laboratory practices and field practice [1]-[2]. In accordance with the function of the vocational school as a place for vocational education that must prepare ready-to-use workers at the basic to medium level, the implementation of the curriculum in vocational schools involves various agencies, namely the business world and or the industrial world.

The implementation of the vocational curriculum in Tabalong Regency is generally carried out with integrated, relevant, continuous, and applicable principles. The principle of integrated is seen from the applied curriculum is as a training package aiming to form work competencies in full in accordance with the level of education required in the Indonesian National Qualification Framework (KKNI). Thus, the entire education and training subjects must be directed to form these competencies and complement one another.

According to Taba [3], a curriculum as a plan for learning is something that is planned to be studied by students. Meanwhile, another view states that a curriculum is a written document that contains plans for students while at school. At least there are several aspects that must be considered in the preparation
of the curriculum; these aspects include the interests of national education in general, learning objectives in accordance with the level of education and development of students, and the usefulness of curriculum content for students in the future. The first aspect is the domain of the central government as the stakeholder of the regulation of education. The second aspect is the shared responsibility between the central government as the policy maker and the school and the teacher as the executor. Whereas the third aspect, since the School Based Curriculum in 2006, regions in this case the education office, schools, and teachers have been given a big role to determine the curriculum content to be taught.

Referring to the curriculum terminology as a teaching plan, the three aforementioned aspects must work together to produce a curriculum that is in accordance with the policy and science. The implementation of the curriculum is at least burdened by the development of knowledge in the community and policy development in a country [4]-[5]. The vocational curriculum as part of the education system that directly prepares ready-to-use workers at the middle level responds to these two things with character content and local excellence.

Various previous studies on curriculum enrichment with character and local excellence include Agung [6], Anggraini and Kusniarti [7], Mungmachon [8], and Ratana-Ubol and Henschke [9] emphasizing the importance of internalizing character values in general and local characteristics more specifically.

To answer these challenges, the curriculum content must be directed to be able to accommodate various interests, not only national interests but also local and regional interests. Thus, the curriculum used should contain character content and local excellence that can be developed for regional development. It aims to minimize the negative impact of the influence of westernization. In addition, national character values also need to be strengthened to fend off the negative impacts of globalization [8]. In this regard, there are at least two important issues to be studied; the first, how is the character content and local excellence in the Vocational Curriculum in Tabalong Regency; the second, how to develop the character content and local excellence in the Vocational Curriculum in Tabalong Regency.

2. Research Method
This study was conducted through three strategic stages, namely (1) data collection, (2) data analysis; and (3) presentation of the results of data analysis (reporting). The data was collected by using the interview method, curriculum document study and Focus Group Discussion (FGD). This FGD one of the qualitative research methods using a focused discussion from a group to discuss a particular problem, in an informal and relaxed atmosphere. The parties involved in the FGD and research informants were stakeholders in the education sector consisting of the principal, deputy principal of the curriculum division, Tabalong Regency Education Office and other related parties.

The data collected from the interview method is data about the implementation of the curriculum in each sample school. The data collected by the document study method is the curriculum data and
development methods in the sample schools. Meanwhile, the data collected through the FGD method is data on shared constraints and challenges faced in incorporating the character content and local excellence in the vocational curriculum.

In this study, purposive sampling technique was used. This technique is used to develop detailed understanding [10], namely the schools that are the sample of the research are all ten vocational schools in Tabalong representing various aspects that are considered important in this study. These aspects include differences in the departments they have, the urgency of the department in accordance with the conditions of the district, the status of the school and a number of other things that are considered by researchers to answer the formulation of existing problems.

3. Finding and Discussion

3.1. Character Content and Local Excellence in the Implementation of Vocational Curriculum in Tabalong Regency

Vocational curriculum content includes a number of subjects, local content, and self-development. Referring to the character values developed by the Center for Curriculum and Bookkeeping, the Ministry of Education and Culture can identify the values of character education that have been seen both in school culture and in the patterns of learning interactions in Tabalong Regency Vocational School as follows.

| No. | Character Value | Coaching Program | Percentage of school running this program | Method |
|-----|----------------|------------------|------------------------------------------|--------|
| 1.  | Religious      | Dzuhur prayer in congregation | 100% | Performed routinely, take turns |
|     |                | Habsyi Group     | 40%  | Extracurricular activities |
|     |                | Morning tadarus  | 80%  | Conducted the morning before study in the first hour |
|     |                | Prayers of Dhuha | 60%  | Implemented scheduled and in rotation |
|     |                | Hajat prayer     | 20%  | One school carried out the other scheduled incidents |
| No. | Character Value            | Coaching Program          | Percentage of school running this program | Method                                                                 |
|-----|---------------------------|---------------------------|-------------------------------------------|------------------------------------------------------------------------|
| 2.  | Honest                    | Honesty Canteen           | 60%                                       | Performed in each class or each department                              |
| 3.  | Tolerance                 | -                         | 0%                                        | There are no special and planned programs                               |
| 4.  | Discipline                | Application of the point system | 100%                                     | Points in the form of giving positive and negative points              |
| 5.  | Hard work                 | -                         | 0%                                        | There are no special and planned programs                               |
| 6.  | Creative                  | Debate group              | 100%                                      | Debate in English                                                      |
|     |                           | Wall magazine group       | 40%                                       | There are wall magazines in each class or department                    |
|     |                           | Extracurricular broadcasting | 20%                                     | Directed on radio broadcasts                                           |
|     |                           | Art group                 | 80%                                       | There are traditional dance groups, modern dance, hadrah, etc.         |
| 7.  | Independent               | Entrepreneurship development | 50%                                      | The form of activities is in the form of intra and extra-curricular     |
| 8.  | Democratic                | -                         | 0%                                        | There are no special programs yet                                      |
| 9.  | Curiosity                 | Youth scientific work program | 50%                                      | Guided by the appointed teacher                                       |
| 10. | Spirit of nationality     | Flag ceremony             | 100%                                      | It is held regularly Monday morning                                   |
| 11. | Love the country          | Flag honors every morning | 10%                                       | Conducted by all school members                                       |
Based on Table 1, it can be seen that almost all character values exist in the school activities, both in the form of intra-curricular activities and extracurricular activities. Systematically, the difference in method and grouping of these programs is similar to that proposed by Oliva [11] that the curriculum is a construct of ideas so that in its implementation it can differ between one school and another. The design of the program created in the internalization/fostering of character values can be categorized in a design that is centered on a more flexible problem [12]-[13]. The method chosen in the internalization of character values in the vocational curriculum in Tabalong Regency follows a dual focus pattern [14] because the content involves a variety of problems.

The value that has not been programmed guidance is tolerance, hard work, democracy, and peace-loving. However, implicitly some values have actually been shown through the implementation of the
school curriculum, for example; the value of tolerance is shown through the provision of teachers for non-Moeslem students so that in terms of religious formation students get the same portion. The model developed in this aspect is subject-centered design with a focus on subjects [13]. Whereas if viewed based on curriculum documents, the character values explicitly listed in the vocational curriculum in Tabalong Regency are shown in Table 2.

| No. | Training Subject                  | Competence                                                                 | Character Value                                                                                   |
|-----|-----------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1.  | Islamic education                 | Competency groups: Al-Qur’an Aqeedah, Morals, Fiqh and Tarikh               | Religious, honest, disciplined, hard work, independent, caring for the environment, caring for the social and responsible |
| 2.  | Christian education               | Competency group: Christian values                                          |                                                                                                   |
| 3.  | Catholic religious education      | Competency group: personal learners, Jesus Christ, Church, Society           |                                                                                                   |
| 4.  | Hindu religious education         | Competency group: Leadership, Yadnya, Susila, Sradha, Universe, Culture, Weda|                                                                                                   |
| 5.  | Buddhist education                | Competency group: Saddha, Tripitaka, Sila, Panna, Samadhi                   |                                                                                                   |
| 6.  | Civic education                   | - Understand the nature of the nation and The Unitary State of the Republic of Indonesia; | Tolerance, democracy, the spirit of nationality, love the country, social care                     |
|     |                                   | - Show a positive attitude towards the national legal and judicial system;  |                                                                                                   |
|     |                                   | - Show participation in efforts to promote, respect and protect human rights;|                                                                                                   |
|     |                                   | - Respect the equality of citizenship in various aspects of life;           |                                                                                                   |
| No. | Training Subject       | Competence                                                                 |
|-----|------------------------|-----------------------------------------------------------------------------|
|     |                        | - Analyze the culture of democracy towards civil society;                   |
|     |                        | - Show an attitude of openness and justice in the life of the nation and state; |
|     |                        | - Show a positive attitude towards the Pancasila as an open ideology;       |
|     |                        | - Evaluate the role of the press in a democratic society.                   |
| 7.  | Indonesian Language    | Communicate with Indonesian is equivalent to the level of *semenjana, madia dan unggul* |
|     |                        | Friendly/communicative                                                       |
| 8.  | Art and culture        | - Appreciate artwork                                                         |
|     |                        | - Express themselves related to art                                          |
|     |                        | Creative and appreciating achievement                                         |
| 9.  | Mathematics            | Solve problems related to mathematical concepts                              |
|     |                        | Hard work                                                                   |
| 10. | English                | Communicate with English at the level of a Novice level, Elementary, and Intermediate |
|     |                        | Friendly/communicative                                                       |
| 11. | Natural Sciences       | - Understand the symptoms of nature through observation;                     |
|     |                        | - Understand pollution and its effects on humans and the environment;        |
|     |                        | - Understand ecosystem components and the role of humans in maintaining environmental balance and EIA. |
Whereas, the local excellence that has been seen in curriculum documents and learning activities is still very limited. Most of the local excellence shown is religious reinforcement identified as part of the personality of the Tabalong community at large. The point of focus of this aspect conceptually is using the Concern-Based Adoption Model/CBA Model [13] where the main focus is on individual students [14] which in this case are placed on religious aspects.

The local excellence in the form of natural, cultural, historical, regional and geographical resources is still not explored in the praxis of learning. This local excellence that has received attention is limited to mining resources and consumption economic developments. This can be seen from the development of expertise programs that work market orientation to these companies/agencies.

Overall, the weaknesses of the vocational curriculum of all Vocational Schools in Tabalong Regency are not yet explained in detail and clearly of the aspects of local excellence that will be taught to

| No. | Training Subject                          | Competence                                                                 | Character Value                                                                 |
|-----|------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 12. | Social Sciences                          | - Understand human social life                                               | Tolerance, democracy, love for the country, friendship, peace and love, social care |
|     |                                          | - Understand the process of national awakening                               |                                                                                  |
|     |                                          | - Understand social structures and various actors that cause conflict and social mobility |                                                                                  |
|     |                                          | - Describe social groups in a multicultural society                         |                                                                                  |
|     |                                          | - Understand cultural similarities and diversity                            |                                                                                  |
| 13. | Entrepreneurship                         | - Actualize entrepreneurial attitudes and behaviors                           | Creative and independent                                                       |
|     |                                          | - Apply the soul of leadership                                               |                                                                                  |
|     |                                          | - Plan a small/micro business                                                |                                                                                  |
|     |                                          | - Manage small/micro businesses                                              |                                                                                  |
| 14. | Productive training subject group         | Understand work procedures and carry out work with right                    | Discipline and responsibility                                                  |
|     | (vocational)                             |                                                                             |                                                                                  |
students. Most of the descriptions given in curriculum documents related to the local excellence are only normative and have not included substantial material that will be internalized in learning activities.

3.2. The Development of Character Content and Local Excellence in the Vocational Curriculum in Tabalong Regency

In general, the development of character content and local excellence in Vocational Schools in Tabalong Regency can be classified into several forms of activities:

a. **Programmed activity**

Programmed character development activities are carried out within the scope of curricular and extracurricular coverage. In its scheme based on the results of the FGD. It is known that character development and local excellence are designed to involve school committees and stakeholders from the business world/industry.

b. **Programmed activities within the scope of creativity**

Conducted through extracurricular activities, namely scouts, student council, religious/ethics and moral education, sports, youth scientific work, and English Club/Debate Club.

c. **Programmatic activity**

Unprogrammed character development activities can be carried out through:

1) Spontaneous activities are unscheduled activities in special events such as; home visits (home visit), the formation of greeting behavior, throwing garbage in its place, queuing, overcoming crossing opinions (quarrels).

2) Exemplary activities are activities in the form of daily behavior such as; dress well, speak well, diligently read, praise the good and or success of others, arrive on time.

3) The mechanism of life skill coaching is an activity which aims to practice the skills in living his life. Based on the study of documents and FGDs, aspects of life skills can be identified which are developed in the vocational curriculum in Tabalong Regency that is in harmony with the values of national character as follows.

| Table 3. Indicators and Programs for Character Building and Local Excellence |
|---------------------------------|---------------------------------|
| **Indicator of the Developed Competencies** | **Sources of the Information and Developed Programs** |
| Self-existence | Information sources: curriculum documents, FGDs |

Hard working, independent, tough, disciplined, honest, responsible, confident, aware of their
| Indicator of the Developed Competencies                                                                 | Sources of the Information and Developed Programs                                                                 |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| weaknesses, open, faithful, piety, tolerance, serve others well, care to the environment               | Programs developed: scheduled spiritual guidance programs such as religious lectures and incidental guidance programs through disciplinary enforcement teams |

### Awareness of self-potential and how to develop it

- Recognize self-deficiency
- Recognize the strengths
- Not ashamed of the lack
- Overcome weakness with hard work
- Do something according to choice
- Take advantage of abilities according to opportunities
- Not easily satisfied with the results achieved

### Information sources: curriculum documents, FGDs

### Programs developed: career coaching programs and the establishment of special job exchanges

### Skill on information-gathering

- Open to change
- Identify/ determine the type of reference source
- Prioritize ratio in working
- Master the use of information tools
- Have high curiosity

### Information source: curriculum documents

### The program developed: scientific papers

### Skill in information processing and making decisions correctly

- Make consideration
- Observe the impact that will arise
- Make decisions in emergencies
- Identify various alternatives
- Make multi-aspect considerations

### Information source: curriculum documents

### The program developed: basic training in leadership.

### Skill in solving a problem creatively and wisely

- Do not panic in a stressful situation
- Work properly and calmly in stressful situations
- Prioritize the ratio in work

### Information source: curriculum documents
| Indicator of the Developed Competencies | Sources of the Information and Developed Programs |
|----------------------------------------|--------------------------------------------------|
| ▪ Identify problems                    | ▪ The program developed: basic training in leadership |
| ▪ Able to think of causation           |                                                                                                                                 |
| ▪ Look for solutions without causing new problems |                                                                                                                                 |
| **Skill in listening**                 |                                                                                                                                 |
| ▪ Pay attention to the ideas of group members | ▪ Information source: curriculum documents |
| ▪ Don't blame the opinions of others   | ▪ The program developed: basic training in leadership |
| ▪ Recognize the role of others in the group |                                                                                   |
| ▪ Express empathy                      |                                                                                   |
| ▪ Pay attention to speech              |                                                                                   |
| ▪ Shows statements on the topics discussed |                                                                                   |
| **Skill in speaking**                  |                                                                                                                                 |
| ▪ Convey arguments cordially           | ▪ Information source: curriculum documents |
| ▪ Strengthen arguments with data       | ▪ Coaching program: speeches in foreign languages, lectures take turns, the formation of debate teams |
| ▪ Respond to objections positively and politely |                                                                                   |
| ▪ Do not force other people to acknowledge their arguments |                                                                                   |
| ▪ Speak sign language to acknowledge the opinions of others |                                                                                   |
| ▪ Speak softly and carefully           |                                                                                   |
| ▪ Speak expressions according to conditions |                                                                                   |
| ▪ Nodding his head in agreement        |                                                                                   |
| **Skill in reading**                   |                                                                                                                                 |
| ▪ Read messages correctly              | ▪ Information source: curriculum documents |
| ▪ Understand the contents of the message correctly |                                                                                   |
| **Skill in writing ideas**             |                                                                                                                                 |
| ▪ Make the message written correctly   | ▪ Information source: curriculum documents |
| ▪ Produce clear written messages       |                                                                                   |
| ▪ Write using correct and polite language |                                                                                   |
### Indicator of the Developed Competencies

#### Skill as a pleasant friend
- Recognize mutual help
- Often and like to exchange ideas
- Feel happy to hang out and always expand relationships
- Open to the presence of new friends
- Greet each other and visit
- Know their friends' special days
- Does not offend others
- Like to cooperate and respect each other

**Information source:** curriculum documents

**Program developed:** fostering organizational culture

#### Skill as an emphasize leader
- Provide opportunities fairly
- Discuss conclusions together
- Willing to sacrifice and help each other
- Willing to be a pioneer or be guided
- Support good ideas
- Not discriminatory
- Respect initiative
- Can work in heterogeneous environments

**Information source:** curriculum documents

**The program developed:** basic leadership training (LDK)

In general, the characterization model of local character and excellence applied in implementing the vocational curriculum in Tabalong Regency looks like the chart below.
Figure 1. Chart of Character Development and Local Excellence in the Vocational Curriculum in Tabalong Regency

Based on Figure 1, it is seen that the internalization of national character and local excellence in the vocational curriculum can be implemented through relevant subjects, local content, and life skills development. Meanwhile, the mechanism that can be used to accommodate all three is through curricular internalization, extra-curricular activities, and making it a hidden curriculum. The hidden curriculum is done through fostering school culture [15]. The praxis can be seen in various moral and spiritual fostering activities carried out in vocational schools in Tabalong Regency.

The pattern of character development and local excellence shown in Figure 1 is school culture-based character education [16]. This pattern uses various moments that exist for the development of character education. Structural moments are used through subjects and learning tools. Polisional moments are carried out through incidental incidental activities. Meanwhile, eventual moments are carried out through activities at school. The pattern is holistic which does not only contain character building programs, but also involves setting regulations [17] so that values are internalized in various aspects of the educational process, both curricular, extracurricular, and hidden curriculum. The mechanism of the hidden curriculum is carried out through the application of good practices of discipline.
development, educational interaction, and other school habits that trigger the formation of students' character [18]-[19]. This mechanism was chosen with the aim of students not only intellectually intelligent but also spiritually intelligent.

CONCLUSION
Based on the results of this present study, the conclusions can be formulated as follows; first, character development is carried out in curricular activities (planned and listed in curriculum documents), extra-curricular (being part of supplements or guidance outside the national curriculum provisions but supporting the implementation of the national curriculum), and non-curricular or hidden curriculum (not listed in curriculum documents, it can be in the form of applying a school culture that is in line with the school's vision and mission and more hidden curriculum / hidden curriculum). Overall, the weaknesses of the vocational curriculum of all Vocational Schools in Tabalong Regency are not yet explained in detail and clearly on the aspects of local excellence that will be taught to students. Second, in general, the development of character content and local excellence in Vocational Schools in Tabalong Regency can be classified into several forms of activities: programmed activities, programmed activities within the scope of creativity, and non-programmed activities that are routine, spontaneous, and exemplary.

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