

Challenges and Obstacles Implementation of Character Education Based Curriculum Management in Developing Student Character at MTs Nurfadhilah Gowa District

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ABSTRACT

This study focuses on identifying and describing the challenges and obstacles in the implementation of character education-based curriculum management in fostering student character at MTs Nurfadhilah, Gowa Regency. This study uses a qualitative approach with a case study method. Data collection techniques include interviews, observation, and documentation, while data analysis uses the Miles and Huberman model consisting of data reduction, data presentation, and drawing conclusions. Data validity is tested through triangulation of sources and techniques. The results of the study indicate that the implementation of character education-based curriculum management runs systematically through four management functions, namely planning, organizing, implementing, and evaluating. However, there are several obstacles and challenges that affect the implementation process. The main challenges and obstacles lie in differences in student behavior and characteristics, such as lack of discipline, low responsibility, and some rebellious attitudes or failure to follow school rules by students. In addition, minimal parental support is a significant inhibiting factor, especially in the sustainability and character development in the family environment. These findings emphasize the importance of synergy between schools, teachers, and parents in realizing sustainable character education.

Keywords: *Curriculum Management, Character Education, Challenges and Obstacles.*

1) INTRODUCTION

Education is a process of developing human potential through learning, teaching, and experience, aimed at developing individuals with knowledge and character who are able to contribute to society (Hidayanto et al., 2022). Education that is able to shape knowledge, character and contribute to society is education that combines learning theory with direct practice in everyday life, for example in social activity programs, religious activities, and various other activities that are able to develop the character of students. Education should be able to be a solution to various social problems in society, one of the goals is to produce students who care about the social environment around them, so it is important to in still a socially caring character in students (Arif et al., 2021). According to Intan Kusumawati et

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al., education can be interpreted as the process of developing human potential through learning, teaching and experience, with the aim of creating individuals who have intellectual, emotional, social and moral abilities so that they can grow and develop holistically (Kusumawati et al., 2023). Therefore, it is important that innovative and creative learning methods are integrated into the educational curriculum.

The curriculum is a guideline or benchmark for expertise in an educational institution after completing a teaching program for students (Tyasmaning, 2023). This curriculum is often recognized as a tool used to achieve educational goals in the learning process. In line with the views of Badrul Munir Marzuqi et al., curriculum development is a natural, positive and conceptual response to the various dilemmas and phenomena faced by the nation in the face of the complexities of modern development (Marzuqi & Ahid, 2023). Therefore, effective curriculum management is needed to integrate character education comprehensively into the learning process.

Curriculum management is a process of achieving curriculum objectives carried out by a group of people in carrying out management functions, starting from curriculum planning, curriculum organization, curriculum implementation, and curriculum evaluation by a manager in an educational institution (Maulana et al., 2020). Curriculum management encompasses various strategies designed to ensure the smooth running of the learning process. Curriculum management not only supports the achievement of educational goals but also helps educational institutions continue to develop and foster a brilliant and characterful generation. Character is an inner quality that influences all human thoughts, morals, and dispositions, whether human or other living beings (Efendi & Ningsih, 2020). Character values need to be instilled in children from an early age. This is crucial in facing today's increasingly rapid digitalization (Astuti, 2022). Amidst the rapid flow of information and technology, children need to be equipped with the values of honesty, responsibility, discipline, and empathy so they can use technology wisely. In this way, it is hoped that educational institutions will be able to meet the demands of the times while maintaining national identity through the development of character with integrity.

However, in practice, the implementation of character-based curriculum management in many educational institutions faces various challenges. Diverse student attitudes, ranging from low discipline to a lack of parental awareness and involvement in supporting character education programs, pose significant obstacles. This requires appropriate management strategies from educational institutions to achieve character-building goals effectively and sustainably. Therefore, this study focuses on the

obstacles and challenges of implementing character education-based curriculum management at MTs Nurfadhilah, Gowa Regency as a case study.

This research is very significant considering the important role of character in shaping students' noble character amidst social dynamics and rapid technological developments. Where the involvement of various parties, especially teachers, schools, and parents is crucial to create a learning environment conducive to character formation. The main objective of this study is to describe how the challenges and obstacles in implementing character education-based curriculum management are carried out at MTs Nurfadhilah, Gowa Regency. The focus of the research covers aspects of significant challenges and obstacles in the process of implementing a character education-based curriculum to improve the quality of education.

2) METHODS

This research uses a qualitative approach with a case study method, which aims to deeply understand the phenomenon of curriculum management implementation in a real and specific context. This approach allows researchers to thoroughly explore data related to the process related to obstacles and challenges in the implementation of character education curriculum management in fostering student character at MTs Nurfadhilah. Data collection was carried out through several main techniques, namely in-depth interviews with the principal, the vice-curriculum, the vice-chancellor of student affairs, guidance and counseling teachers, educational and administrative staff, and also students. Participatory observation in various learning and extracurricular activities that integrate character values; and documentation in the form of notes, activity reports, and relevant curriculum documents. This data source triangulation technique was applied to increase the validity and accuracy of the data by comparing various perspectives and sources of information. The collected data were then analyzed using the Miles and Huberman qualitative data analysis model which includes three stages: data reduction (sorting and simplifying data), data presentation (organizing data in narrative and tabular form), and drawing conclusions/verification. This analysis aims to produce a clear and systematic picture of the implementation of character education-based curriculum management.

Through this analysis process, the researchers sought to uncover patterns, key findings, and interrelationships between components that influence the implementation of character-based curriculum management at MTs Nurfadhilah. The results of this analysis not only illustrate how

policies and strategies are implemented but also demonstrate their effectiveness in shaping student character.

3) RESULTS AND DISCUSSION

Results

This study uncovered significant obstacles and challenges in implementing a character-based curriculum at MTs Nurfadhilah. First, diverse student attitudes and behaviors constitute a major obstacle. Some students exhibit low levels of discipline, lack compliance with school rules, and tend to be rebellious. These behavioral differences hinder the consistent implementation of character values across the school environment. Second, parental involvement in supporting character development at home remains very limited, resulting in a mismatch and lack of alignment between the character values taught at school and those reinforced within the family environment. This results in weak internalization of character values in students. Furthermore, the busy curriculum also poses a challenge, as teachers must balance their time between academic instruction and character education, which requires a specialized approach. Other contributing factors, such as limited character education facilities and a lack of teacher training, pose additional obstacles that impact the effectiveness of the character-based curriculum.

Discussions

The diversity of student attitudes and behaviors is a major challenge that requires schools to implement a personalized and adaptive curriculum management approach. The diverse character of students requires educators to provide continuous, intensive guidance so that character values can be deeply ingrained and become part of daily habits. Inconsistencies in student attitudes highlight the importance of consistency and collaboration among teachers, education personnel, and institutions to create a conducive environment for character development, as well as moderation in dealing with undisciplined behavior to prevent it from becoming a major obstacle.

The lack of parental involvement and awareness in supporting character education at home is a crucial factor that requires serious attention. Suboptimal parental support prevents character education from being effectively internalized because the positive values taught in school are not reinforced by the family environment. Therefore, schools should increase communication, outreach, and active parental involvement to build a comprehensive synergy of character education, making character development a holistic and sustainable process.

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The dense curriculum also poses a significant obstacle. Teachers need to reorganize their learning time allocation to ensure adequate attention to character education without sacrificing academic competency achievement. This demands effective and efficient learning strategies, enabling optimal integration of character education into the teaching and learning process. Furthermore, limited infrastructure and facilities supporting character education present a challenge that must be addressed through appropriate school budget allocation and policies. Teacher training and capacity development are also crucial to equip them with the pedagogical skills and curriculum management strategies necessary to produce engaging and impactful character-based learning.

Thus, these challenges and obstacles require a comprehensive and collaborative approach between all education stakeholders, including teachers, parents, and the community, to create synergy in character training. Furthermore, schools need to optimize time management, improve supporting facilities, and strengthen teacher training and guidance as a strategic effort to address challenges in implementing a character-based curriculum.

4) CONCLUSIONS

The implementation of a character education-based curriculum at MTs Nurfadhilah faces significant challenges and obstacles. The main challenge identified is the diverse changes in student attitudes and behaviors, such as low discipline and disobedience, which complicates the process of developing character across the board. Furthermore, limited parental awareness and involvement in supporting character education are also key obstacles hindering the continuity of holistic character development. These obstacles highlight the importance of a comprehensive and collaborative approach between schools, parents, and the community to ensure the effective integration of character values into students' lives.

As a recommendation, MTs Nurfadhilah needs to strengthen communication and collaboration with parents through outreach programs and active involvement so that the character values taught in school can be reinforced within the family environment. The school is also advised to develop a character development strategy that is more adaptive and consistent with the differences in student character, including providing ongoing guidance and support for students with less disciplined

behavior. Furthermore, increasing teacher capacity through special training on character-based curriculum management is crucial to support the successful implementation of the curriculum.

Optimizing resources, time, and supporting facilities for character education also requires attention so that schools can create a conducive and effective learning environment. With these steps, it is hoped that the implementation of the character education-based curriculum at MTs Nurfadhilah will be more optimal, producing a generation that is not only academically intelligent but also has a strong character, integrity, and is able to face the challenges of the times with full awareness and responsibility.

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