CHARACTER DEVELOPMENT IN THE INDEPENDENT CURRICULUM THROUGH THE APPLICATION OF SERVIAM VALUES AT SD YUWATI BHAKTI SUKABUMI

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Abstract

This study aims to determine character development through the application of service values at SD Yuwati Bhakti Sukabumi. The research method used the interview method. Serviam values are the basis for the implementation of education at SD Yuwati Bhakti Sukabumi. The basic values of serviam are the implementation of OSU's basic values. The basic values of serviam are the basis for character development at SD Yuwati Bhakti Sukabumi in the independent curriculum. The application of serviam values through daily habituation in learning the independent curriculum helps to form a positive character of students. The results of the study show that the Independent Curriculum is implemented by providing a large space for differentiated learning, a project to strengthen the Pancasila student profile (P5), and an emphasis on learning based on noble values. Educators at SD Yuwati Bhakti integrate Serviam values into learning activities and P5 projects consistently.

1. INTRODCUTION

Education is a conscious and planned effort to realize educational goals and shape the character of students. Educational resources synergistically form a unit to organize the educational process(Chamidah et al., 2024; Hariyadi et al., 2023; Syafruddin et al., 2024). The role of teachers as learning actors plays a strategic role in shaping good student character. Camelia (2021) states that teachers need to deeply understand the individual characteristics of students and be able to strategically design learning that helps develop character values. Education not only forms a superior and intelligent young generation but it is also very important that education instills character values in students such as religious, diligent, disciplined and tough (Ali et al., 2025.; Syafruddin et al., 2024).

The independent curriculum is a curriculum designed to produce safe, comfortable, conducive, active and independent learning. Independent and meaningful learning means that students can explore and optimize their learning process from various sources that exist both in the school environment(Suhermanto et al., 2024), community environment and family environment. The role of the teacher is to be a facilitator for the student to obtain their learning achievements. Teachers have the freedom to determine teaching tools that are tailored to the needs of students' learning interests. Based on the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021 and the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the recovery of learning, development and learning (2022), it is divided into 3 phases, including phase A for grades 1 and 2, phase B for

grades 3 and 4, and phase C for grades 5 and 6. The form of the independent curriculum structure is intracurricular activities, a project to strengthen the profile of Pancasila students which contains six dimensions, namely 1) faith, fear of God Almighty and noble character

2) global diversity, 3) working together, 4) being creative, 5) critical reasoning and 6) independence and extracurricular activities. The characteristics of the independent curriculum include focusing on essential materials, being more flexible and the availability of good learning tools.

The emphasis on the independent curriculum is the freedom given to teachers and students both in planning learning and carrying out learning (Mavlutova et al., 2020). This independent curriculum is inseparable from the cultivation and development of character values both in intracurricular activities, P5 and extracurricular activities. The cultivation of positive character provided through the help of teachers helps students in understanding and interpreting the independent curriculum. Khusn (2022) stated that the process of implementing the independent curriculum is through strategic steps, including identifying character values instilled in students. Positive character values such as courage, responsibility, discipline, totality, love, integrity and unity. Nugraha (2022) stated that the independent curriculum emphasizes the development of students' life skills, namely critical thinking skills, creativity, collaboration, communication, and problem-solving(Utomo et al., 2023; Oktarina et al., 2021). Learning is directed at the development of students' competencies and potentials as a whole.

The urgency of student character values is the main focus that needs to be considered by the government, the school environment and the family environment(Utomo et al., 2023); (Mavlutova et al., 2020; Lukito et al., 2015). The decline in students' moral values that occur such as impolite speech, behavior that indicates bullying and lack of commendability needs to be overcome through the application of character values through an independent curriculum. This aims to internalize character values in the independent curriculum to help students to improve their self-worth for the better. The application of serviam values which is the basis in the implementation of Yuwati Bhakti Elementary School education through an independent curriculum, helps teachers in arranging learning that integrates serviam values. Serviam values are a guideline for teachers in developing students' character through learning. Efforts to internalize the values of serviam through learning are expected to be able to form positive student characters. The application of serviam values in the learning of the independent curriculum is expected to shape the personality and character of students who are getting better.

2. RESEARCH METHODS

This study uses a qualitative approach with a case study type to describe in depth the application of Serviam values in the development of students' character in the Independent Curriculum at SD Yuwati Bhakti Sukabumi. This approach was chosen because the researcher wanted to understand the process, meaning, and experience of the subject in a real context, i.e. the Catholic values-based elementary school environment. The main focus of the research is how teachers, students, and the school environment shape students' character through the integration of Serviam values in learning and non-learning activities. Data collection was carried out through participatory observation, in-depth interviews with principals, teachers, and parents, as well as documentation of school activity programs related to character building. The data obtained was analyzed using thematic analysis techniques, namely by identifying patterns and themes from the results of interviews and observations. The validity of the data is maintained through triangulation of sources and methods, as well as discussion

of results with informants to ensure the accuracy of the information. This research aims to provide a rich contextual picture of the practice of Serviam value-based character education within the framework of the Independent Curriculum.

3. RESULT AND DISCUSSION

The development of student character at SD Yuwati Bhakti Sukabumi is more of the school's concern, this is related to the development of student character that forms devout, superior and intelligent students. In accordance with the motto of SD Yuwati Bhakti "I am Leader I am Serviam: A holistic leader, with a service character and a global perspective", this motto means that all school residents, both principals, teachers, employees and students should have a service character and animate the values of service in every service in each work both as Principal, teachers, employees and students. The vision of SD Yuwati Bhakti Sukabumi is a community of lifelong learners who are critical, creative and innovative in integrating science, technology, faith and human values in accordance with the spirit of Santa Angela. To realize this vision, all school residents apply and animate the spirit of Santa Angela through the values of service both in learning and outside of learning (Edy Nurtamam et al., 2023; Pohan et al., 2024; Santosa et al., 2022).

The role of the principal and teachers is very important in developing student character, through regular habituation both in learning and outside of learning, student character development can be sought to help students in learning. Real actions through the example of the Principal of SD Yuwati Bhakti through the application of serviam values provide an example for teachers in direct learning to develop positive student character (Putra et al., 2023; Zulkifli et al., 2022; Zulyusri et al., 2023). The independent curriculum is a curriculum designed to facilitate students and teachers in developing learning. This shows that students can express themselves in learning can find the essence of learning through various ways, with the support provided by teachers as educators helping students in developing learning through interesting teaching media, varied and contextual learning methods provided to help students in critical thinking and analytics. Learning activities in the independent curriculum need to be supported by character development, not only an increase in intelligence but also a better personality development (Chen et al., 2026; Ichsan et al., 2023).

This character development is not only a complement but an important element in learning activities, through good character forms students who have high empathy and solidarity towards others, in addition to being able to develop student creativity. The application of serviam values at SD Yuwati Bhakti in learning activities is through habituation activities, namely self-reflection activities carried out by students every day. Student self-reflection activities help students in understanding and evaluating students' self-esteem related to attitudes and actions regarding things done in a day, especially in learning. The reflection helps students recognize themselves, know the strengths and weaknesses that exist within them. The purpose of this activity is to become a medium in improving ourselves to be better (Amin et al., 2020; Dewi et al., 2021); (Munawaroh et al., 2023; Nurdiyanto et al., 2024)

The existence of a monthly deepening of serviam spirituality helps school residents in instilling serviam values in daily life. The values of serviam character include love and compassion, integrity, courage and resilience, totality of unity and service. The application of service values in learning fosters a positive character as an individual. The value of love and compassion in learning is the sense of mutual help between students in learning, it can be seen that students who have difficulties in learning are helped by other students and teachers in facilitating, in addition to mutual respect between others form good communication. The value of integrity in learning is manifested in the attitude of discipline in learning for both students

and teachers. The value of courage and resilience in learning is realized is the spirit of never giving up by students in learning, this is supported by teachers as facilitators. The value of unity in learning is realized that students do not discriminate against other students, both ethnic, racial and religious, both in getting along and learning. The value of totality in learning shows that students learn seriously, this shows a persistent spirit in learning. The value of service in learning emphasizes on the work of each individual where students are students in serving and glorifying God to be good students, as Principals and teachers emphasize on service as servants in guiding and directing (Asmawan et al., 2023; Munawaroh et al., 2024).

4. CONCLUSION

The implementation of serviam values at SD Yuwati Bhakti has been well implemented by the Principal, teachers, employees and students. The application of serviam values through daily habits in classroom learning forms students with good morals. The role of the independent curriculum that provides convenience for teachers and students in developing potential and interests must of course be fortified by character values whose goal is to form capable, superior and characterful students. The application of serviam values helps teachers and students in learning, through the values of serviam characters, students can emulate these values in daily life both in learning and outside of learning. differentiated, the Pancasila student profile strengthening project (P5), and the emphasis on learning based on noble values. Educators at SD Yuwati Bhakti integrate Serviam values into learning activities and P5 projects consistently.

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