

Development of Character Education Curriculum Management Based on the Integration of Pancasila Values in PAUD Tampahan District Toba Regency

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Abstract

Education management according to Law No. 20/2003 Article 1 Paragraph 1 includes planning, organizing, directing and controlling educational resources to develop human potential holistically, including mental, moral and physical. Character education management emphasizes developing learners' characters with moral values such as honesty, responsibility and tolerance. The integration of character values in the curriculum aims to create academically intelligent and highly moral individuals. In PAUD Tampahan sub-district, the current Curriculum 2013 (K13) focuses more on academic and cognitive aspects, while character development and Pancasila values receive less attention. K13, which refers to Minister of Education and Culture Regulation No. 146 of 2014, has not been optimal in emphasizing Pancasila-based character education. Based on observation, 70% of PAUD teachers felt the need for a more structured curriculum to teach Pancasila values. This research aims to: (a) to produce a character education curriculum management design based on the integration of Pancasila values in PAUD Tampahan District, Toba Regency, and (b) to find Pancasila values that are integrated and their implementation in daily learning. This research is a Research and Development (R&D) that aims to develop and validate a character education curriculum based on Pancasila values for PAUD. The curriculum design was developed through four stages: (1) Planning: Identifying the need for character education based on Pancasila values, with 70% of PAUD teachers stating the need for a structured curriculum. (2) Organizing: Establishing the structure and components of the curriculum, including learning objectives, core competencies, and basic competencies. (3) Implementation: Pilot testing of the curriculum at Jagung PAUD showed 88% of learners in the "Developing as expected" category and 12% in the "Developing Very Well" category, with no learners in the "Not Developing" or "Beginning to Develop" categories. (4) Monitoring: Pre-test and post-test evaluations showed an increase in learner development, indicating the success of the curriculum. This curriculum integrates 10 of the 18 values of national character building according to Syarbaini (2011), namely: Sincerity, Unity, Mutual cooperation, Deliberation, Cooperation, Harmony, Patriotism, Simplicity, Dignity and self-respect, and Hard work.

Keywords — Character Education, Curriculum management, Pancasila Values, Early Childhood Development

I. INTRODUCTION

Education management based on Law No. 20/2003 Article 1 Paragraph 1 includes planning, organizing, directing and controlling educational resources to develop human potential holistically, including mental, moral and physical aspects. Character education management

emphasizes moral values such as honesty, responsibility and tolerance, as well as the integration of character values in the curriculum to create academically intelligent and highly moral individuals. Pancasila-based character education aims to shape the young generation with strong moral and ethical values, using values such as Divinity,

Humanity, Unity, Democracy, and Social Justice as the foundation. Curriculum is a key element in education management, but the current Curriculum 2013 (K13) of PAUD still lacks emphasis on children's character building and focuses more on academic and cognitive aspects. Ministry of Education and Culture Regulation No. 146/2014 regulates the core competencies of PAUD, but has not specifically emphasized character education. In Tampahan sub-district PAUD, the current curriculum is not optimal in teaching Pancasila values. Observations show that 70% of teachers feel the need for a more structured curriculum to teach Pancasila values. Character education in PAUD aims to help children understand moral values from an early age, which are relevant for shaping children's character to face future challenges. Research by Mustofa et al. (2022) shows that Pancasila includes values relevant in character education, including religious, humanist, unity, democratic, and social. The identification of problems in this study are: a) The K13 curriculum in PAUD does not emphasize character building, focusing more on academic and cognitive aspects, so that children's moral and emotional development is less considered. b) K13 has not sufficiently emphasized Pancasila values as a moral and ethical foundation. c) PAUD children do not know Pancasila well. d) The need for research on the development of a character education curriculum based on the integration of Pancasila values. The problems of this research are: a) How is the design of character education curriculum management development based on the integration of Pancasila values in PAUD Tampahan District Toba Regency? b) What are the values of Pancasila integrated into the curriculum and how is it implemented in daily learning? The objectives of this research are: a) Produce a character education curriculum management design based on the integration of Pancasila values in PAUD Tampahan District Toba Regency. b) Find the values of Pancasila that are integrated and their implementation in daily learning.

II. REVIEW OF LITERATURE

Education management is the process of planning, organizing, implementing, and controlling various aspects of education to achieve set goals (Engkoswara, 2001). Curriculum is a systematic plan and arrangement that guides the learning process in educational institutions (Tyler, 1970). Curriculum development must answer questions about goals, learning experiences, learning organization, and success assessment (Sudarman, 2019). According to Oemar Hamalik (2006), curriculum management includes planning, implementation, and supervision to achieve educational goals, including

teaching strategies, evaluation, and provision of resources. According to Zubaedi (2011), character education is a planned effort that involves all aspects of school life to support optimal character development. All school components, such as curriculum, learning, relationships, discipline, and environment, must play an active role (Trisiana et al., 2019). Pancasila, as the foundation of the state, reflects the values and principles on which Indonesia is based. Syarbaini (2011) states that Indonesia's national identity comes from cultural values based on Pancasila and "Unity in Diversity". National character values include 1) Faith and Piety, 2) Honesty, 3) Discipline, 4) Sincerity, 5) Responsibility, 6) Unity, 7) Mutual respect, 8) Tolerance, 9) Mutual cooperation, 10) Deliberation, 11) Cooperation, 12) Hospitality, 13) Harmony, 14) Patriotism, 15) Simplicity, 16) Dignity and self-respect, 17) Hard work, 18) Never give up. According to the Minister of Education, Culture, Research and Technology Regulation No. 7 of 2022, Article 1 (4), Early Childhood Education (ECED) is a development effort for children aged birth to six years through educational stimulation to support physical and mental growth, preparing them for the next stage of education. The curriculum development aims to improve the shortcomings of the old curriculum by adjusting the needs of children. The new curriculum design, which was designed after collecting theories from various sources, including books and interviews, added a 5th Core Competency on Character Based on Pancasila Value Integration. The old curriculum, Curriculum K13, had 4 Core Competencies: 1) Spiritual (KI-1), 2) Social Attitude (KI-2), 3) Knowledge (KI-3), and 4) Skills (KI-4). The curriculum development involved adding the 5th Core Competency on Character Based on Pancasila Value Integration, as well as making Basic Competencies, RPP, RPPM, RPPH, and Learning Evaluation. This study used the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model for instructional design and curriculum development. The ADDIE model was chosen because its stages are simple, easy to understand, and implementable for the development of a character education curriculum that integrates Pancasila values.

III. RESEARCH METHODOLOGY

This type of research is Research and Development (R&D), which aims to develop and validate a character education curriculum based on the integration of Pancasila values. This research was conducted to overcome the shortcomings of the K13 curriculum which focuses more on academic and cognitive aspects, with less emphasis on the formation of children's character and

understanding of Pancasila values. The purpose of this development is not to formulate or test a theory, but to produce a curriculum product that is effectively used in PAUD. The development process involved expert validation, field trials, revision, and final product evaluation. The study population included all PAUD students in Tampahan sub-district, with a sample taken by cluster sampling from one PAUD school, PAUD Jagung with 32 students. The ADDIE model (Analyze, Design, Development, Implementation, Evaluation)

was used for curriculum development due to its simplicity and ease of implementation. Data analysis consisted of two stages: qualitative analysis for the curriculum development process, and quantitative analysis to assess changes in children's character from pre-test to post-test by calculating the percentage of change using the formula:

$$P = \frac{F}{N} \times 100$$

Description: P = Percentage of the level of change, F = Frequency of values obtained by children, N = number of children.

IV. RESULT AND DISCUSSION

A draw was conducted to select one of the seven PAUDs as the object of research, and PAUD Jagung was selected. PAUD Jagung, established on November 20, 2009 in Gurgur Aek Raja Village, Tampahan Sub-district, Toba District, is located on the Balige-Tarutung causeway, next to the UPT of the North Sumatra Provincial Agriculture Office. The vision of PAUD Jagung is to realize early childhood that is devoted, healthy, smart, honest, and loves the country. The missions include: a. Providing service facilities for students. b. Implementing active, creative, effective, and innovative learning. c. Educating children according to their abilities. d. Increasing awareness and participation of the community and government towards children. Increase awareness and participation of the community and government towards PAUD services. The facilities available are 1 permanent classroom, sitting swing, throwing swing, slide house, slide, and seesaw. Learning activities take place from 08.00-11.00 am, Monday-Friday, starting with prayers, songs, and circle formation, followed by classroom learning.

A. Results of Character Education Curriculum Management Development Based on Integration of Pancasila Values

The product of this development research is a character education curriculum management design that integrates

Pancasila values, because previously there has been no development that designs this product. The module development process starts from making the initial prototype to producing the final module as the final product, through several steps modified from the Borg & Gall research model, namely the ADDIE Model. To ensure that the character education curriculum product based on Pancasila values is valid, validation activities are carried out on the module, learning tools, and research instruments needed. The validity of the character education curriculum product that integrates Pancasila values is measured based on a rational theoretical foundation and consistency between curriculum components. Furthermore, to develop a character education curriculum based on the integration of Pancasila values that is practical and effective, validation activities and field trials were carried out through the implementation of classroom learning. The following is a development procedure using the ADDIE model, including several stages, namely:

1. Preliminary Research Results

a. Literature review results

The 2013 Curriculum (K13) for PAUD was born in response to social, economic and technological developments that require a more relevant and responsive curriculum. Previously, Indonesia used the Education Unit Level Curriculum (KTSP). K13 was developed based on regulations such as Law No. 20 of 2003 and Government Regulation No. 19 of 2005, with a focus on competencies required in the modern era. The development of K13 involved in-depth research and piloting in pilot schools. Revisions were made based on the pilot results to refine the core and basic competencies. The government trained early childhood teachers to understand the K13 philosophy and design integrative thematic learning. Implementation is gradual, with evaluation to ensure success and make improvements where necessary. The K13 curriculum continues to be adjusted by the government based on feedback from stakeholders to keep it relevant to the development of science, technology and community needs. The adoption process of K13 in PAUD is done gradually with intensive socialization. According to Syarbaini (2011), there are 18-character values based on Pancasila, of which 8 values are already covered in the core competencies of K13, such as faith and piety, honesty, discipline, responsibility, mutual respect, tolerance, friendliness and perseverance. Therefore, there are 10 values that will be integrated in the development of character education based on the integration of Pancasila values, namely: sincerity,

unity, mutual cooperation, deliberation, cooperation, harmony, patriotism, simplicity, dignity, and hard work.

b. Needs Analysis Results

This study involved three children and fourteen PAUD teachers in Tampahan sub-district to identify the needs of a character education curriculum based on Pancasila values. Data were collected through interviews and questionnaires. Observations showed that the K13 PAUD curriculum focuses more on academic aspects, while character building, especially the internalization of Pancasila values, receives less attention. As a result, children's moral, ethical and emotional intelligence development is less than optimal. The results of the needs analysis from PAUD teachers emphasized the importance of developing a more structured curriculum to teach Pancasila values in early childhood. Around 70% of early childhood teachers who responded to this study expressed concerns about the lack of clarity and structure in the K13 curriculum for teaching Pancasila values. They felt that the curriculum emphasized academic aspects such as reading, writing and arithmetic, while character building, morals and ethics were less accommodated. Teachers also feel that they are not equipped with concrete strategies to integrate Pancasila values, such as gotong royong and love for the country, into daily learning. This has led to sporadic and inconsistent teaching of Pancasila values, which has the potential to hinder children's character development. Therefore, the needs analysis emphasized the need to develop a curriculum that is balanced between academic aspects and the teaching of Pancasila values. The curriculum should provide clear guidance for teachers on how to integrate Pancasila values into daily learning. This is expected to support early character building of PAUD children and prepare them to implement Pancasila values in their daily lives.

2. Planning stage results

Based on the design of character education curriculum development based on the integration of Pancasila values, the planning stage consists of six steps:

- a. Planning for Core Competency-5 (KI-5), which is the core competency of character education based on the integration of Pancasila values.

This research analyzes the K13 curriculum in PAUD which consists of four Core Competencies (KI), namely spiritual, social attitudes, knowledge and skills. However, this

curriculum has not specifically covered character education based on Pancasila values. Therefore, the researcher designed the addition of Core Competency-5 (KI-5), which focuses on character education based on 10 Pancasila values: sincerity, unity, gotong royong, deliberation, cooperation, harmony, patriotism, simplicity, dignity and self-respect, and hard work. The goal of KI-5 is to shape PAUD children into individuals with integrity who understand and apply the values of Pancasila. It aims to develop character early on, creating a generation that is responsible, empathetic, and contributes positively to society.

b. Basic Competency Planning

The Basic Competencies (KD) planning stage in the development of the Pancasila values-based character education curriculum aims to formulate the expected learning outcomes of the ten-character values. Each value is described in the form of attitudes, knowledge, and skills relevant to early childhood. The following is the KD formulation of each value: a) Sincerity: Demonstrate an attitude of helping friends without expecting anything in return, Unity: Identifying the importance of unity in maintaining good relationships with peers, Gotong Royong: Participate in gotong royong activities in the school environment, Deliberation: Participate in class deliberations to solve problems together, Cooperation: Demonstrate a cooperative attitude in completing group tasks, Harmony: Maintain harmony in interacting with friends and teachers, Patriotism: Demonstrate patriotism through participation in flag ceremonies, Simplicity: Implementing a simple life by using goods as needed, Dignity and Self-Worth: Respecting oneself and others in daily interactions, Hard Work: Demonstrate an attitude of hard work in completing assigned tasks. These basic competencies are the basis for designing learning activities that integrate Pancasila values in the PAUD curriculum.

c. Learning Implementation Plan (RPP) Planning

The purpose of the Learning Implementation Plan (RPP) is to provide a systematic guide for teachers in carrying out learning activities. The objectives include: Organizing learning: ensuring competency objectives and embedded values are met, Facilitating competency achievement: helping teachers design activities that support basic competencies, Managing effective time: helping teachers manage learning time well, Integrating values and characters: embedding Pancasila values systematically in learning, Assisting

evaluation: providing tools to evaluate learners' progress, Improving learning quality: making learning more structured and meaningful, Lesson plans are linked to relevant themes that make learning more contextual for learners. Specific subthemes cover attitudes, knowledge, and skills.

d. Planning Weekly Learning Implementation Plan (RPPM)

The Weekly Learning Implementation Plan (RPPM) is an important tool in ECD education that helps teachers structure learning systematically, reduce improvisation, and ensure each day of the week has a clear purpose. It enables learning to be logical and continuous, preventing mistakes or unnecessary repetition of material to make it more effective. It also allows the integration of themes with various activities, helping learners understand concepts holistically. With lesson plans, teachers can ensure all basic competencies are achieved, maintain consistency and quality of learning, and provide opportunities for learners to develop according to their potential. This makes lesson plans an essential component of effective classroom management.

e. Planning Daily Learning Implementation Plan (RPPH)

The Daily Learning Implementation Plan (RPPH) is an important document in early childhood education that helps teachers plan daily learning activities with clear objectives. It ensures each activity supports the achievement of basic competencies, provides a structured framework for managing time, and designs activities that are engaging and developmentally appropriate. The lesson plan also allows teachers to adapt learning materials to children's needs and be responsive to classroom dynamics. With careful planning, teachers can overcome learning challenges more confidently and effectively. In addition, the lesson plan serves as a daily evaluation tool to monitor the success of learning.

f. Learning Evaluation Planning

The learning evaluation plan in the Pancasila values-based character education curriculum is important to ensure character education goals are achieved. Evaluation measures students' understanding and ability to apply Pancasila values, identifies areas of improvement and enables curriculum adjustments to improve the quality of education. Evaluation helps monitor the successful integration of Pancasila values in learning and provides constructive feedback for educators and students. It ensures the curriculum remains relevant, compliant with national standards,

and effective in shaping students' character. Learning outcome tests are used to measure student mastery before and after learning, with the development of a grid as part of the test design.

3. Results of the development stage

a. Stage of Curriculum Development

In the era of globalization, education faces great challenges, especially in shaping the character of the younger generation based on Pancasila values. A needs analysis of the K13 PAUD curriculum shows that character aspects have not received adequate attention, focusing more on academic aspects. As many as 70% of PAUD teachers stated the need for a more structured curriculum to teach Pancasila values. The results of the analysis indicate a gap between the current curriculum and the needs of Pancasila-based character education. Therefore, it is necessary to develop a curriculum that emphasizes character based on Pancasila values, such as sincerity, unity, mutual cooperation, and others. This curriculum will add one Core Competency (KI-5) to focus on Pancasila-based character education.

b. Curriculum tool development stage

The curriculum tool development stage is an important process in overall curriculum development. At this stage, the various components of the curriculum are organized to ensure the educational objectives are achieved. The following are the results of the development carried out:

1. Selecting Instruments: Five types of instruments were selected: validation sheet, expert assessment sheet, observation sheet, questionnaire, and learning outcome test.
2. Define aspects and Measurement Indicators:
 - a. Curriculum Validation Sheet: Assessed by instructional material, design, and media experts with aspects such as material suitability, integration, and flexibility.
 - b. Curriculum Content Validation: Measures conformity with character education objectives, integration of Pancasila values, relevance of materials, and learner engagement.
 - c. Curriculum Construction Validation: Assesses the cohesiveness, consistency, socio-cultural relevance and flexibility of the curriculum.

- d. Validate lesson plans, lesson plans and lesson plans: Ensure learning components are well designed, relevant and flexible in supporting educational objectives.
- e. Validation of Learning Evaluation: Measuring test validity, reliability, fit for purpose, and development of cognitive, affective, and psychomotor aspects.
- f. This brief covers the development of instruments and assessment aspects used to ensure the effectiveness and relevance of the Pancasila values-based curriculum.

4. Results of the development stage

After the development of the initial prototype (draft 1) of the curriculum, it was evaluated in several stages to identify shortcomings and improve it:

- a. Expert Evaluation: Four experts assessed the validity and quality of the curriculum components. Their feedback resulted in revisions to draft 2.

- b. One-to-One Evaluation: Three ECD children with different abilities assessed the quality and practicality of the curriculum. This resulted in draft 3.
- c. Small Group Evaluation: Six preschool children of different abilities evaluated the product. Revisions from this evaluation resulted in draft 4.
- d. Field Trial:

This trial involved 23 children from Tampahan sub-district's Jagung PAUD (1 class) representing the actual target population. This resulted in a final curriculum that is ready for implementation. This process ensures that the curriculum developed is in line with the objectives of Pancasila values-based character education. In conclusion, this curriculum has successfully improved the understanding and application of Pancasila values in PAUD children, with very positive results.

Table 4.1: Product Pre-Test Results

NO	Students Name	Total Score	Categories
1.	Farel Alviansyah	37	Starting to Develop
2.	Berliana Panjaitan	38	Starting to Develop
3.	Cleo O. Napitupulu	35	Starting to Develop
4.	Sela Dearn Purba	39	Starting to Develop
5.	Stefano Hatorangan Pasaribu	39	Starting to Develop
6.	Alexa Simamora	38	Starting to Develop
7.	Joel Alvredo Siahaan	38	Starting to Develop
8.	Bunga Simanjuntak	38	Starting to Develop
9.	Felicia S. Simanjuntak	36	Starting to Develop
10.	Diva Ronauli Silalahi	38	Starting to Develop
11.	Felix Sion Simbolon	38	Starting to Develop
12.	Josia Sihombing	39	Starting to Develop
13.	Ressa Rachelia Napitupulu	39	Starting to Develop
14.	Cana Joevanca Marpaung	38	Starting to Develop
15.	Elia Haifa Sibuea	38	Starting to Develop
16.	Adrian Noel Simanjuntak	35	Starting to Develop
17.	Bastian Imanuel Siahaan	40	Starting to Develop
18.	Aulia Christina	39	Starting to Develop
19.	Christin Samosir	38	Starting to Develop

20.	Revan Vaber Marpaung	38	Starting to Develop
21.	Arjuna Marpaung	39	Starting to Develop
22.	Luis Daud Frans Tampubolon	38	Starting to Develop
23.	Queen A.B. Simanjuntak G88	37	Starting to Develop
Total Score		876	
Mean		38	Starting to Develop

The pre-test results of the character education curriculum based on the integration of Pancasila values in PAUD showed that 2 children were in the "Not Developing" category, while the majority (21 children or 91%) were in the "Starting to Develop" category. No children reached the "Developing as expected" or

"Developing very well" categories. This indicates that most children have begun to understand the values of Pancasila, but are still in the early stages and require further guidance

Table 4.2 Product Post-Test Results

NO	Students Name	Total Score	Categories
1.	Farel Alviansyah	59	Developing as expected
2.	Berliana Panjaitan	61	Developing as expected
3.	Cleo O. Napitupulu	58	Developing as expected
4.	Sela Dearn Purba	60	Developing as expected
5.	Stefano Hatorangan Pasaribu	61	Developing as expected
6.	Alexa Simamora	58	Developing as expected
7.	Joel Alvredo Siahaan	60	Developing as expected
8.	Bunga Simanjuntak	61	Developing as expected
9.	Felicia S. Simanjuntak	59	Developing as expected
10.	Diva Ronauli Silalahi	60	Developing as expected
11.	Felix Sion Simbolon	60	Developing as expected
12.	Josia Sihombing	66	Developing Very Well
13.	Ressa Rachelia Napitupulu	61	Developing as expected
14.	Cana Joevanca Marpaung	59	Developing as expected
15.	Elia Haifa Sibuea	60	Developing as expected
16.	Adrian Noel Simanjuntak	58	Developing as expected
17.	Bastian Imanuel Siahaan	66	Developing Very Well
18.	Aulia Christina	62	Developing as expected
19.	Christin Samosir	62	Developing as expected
20.	Revan Vaber Marpaung	63	Developing as expected
21.	Arjuna Marpaung	66	Developing Very Well
22.	Luis Daud Frans Tampubolon	60	Developing as expected
23.	Queen A.B. Simanjuntak G88	59	Developing as expected
Total Score		1.399	
Mean		61	Developing as expected

The post-test results of the implementation of the character education curriculum based on the integration of Pancasila values showed positive development in all PAUD children. There were no children in the "Undeveloped" or "Beginning to Develop" categories, indicating that all children had reached a better level of understanding and application of Pancasila values. Most children (87%) were in the category of "Developing as expected," indicating significant development in line with curriculum objectives. In addition, 13% of children were in the category of "Developing Very Well," indicating an understanding and application of Pancasila values that exceeded expectations.

B. Discussion of Research Results

This discussion analyzes the development of character education curriculum management based on the integration of Pancasila values in PAUD Jagung Tampahan District. The research produced a curriculum product that integrates Pancasila values into early childhood character education with the following stages:

- a. Planning: Needs identification was done through interviews and questionnaires to teachers and children. Results showed 70% of teachers needed a more structured curriculum. Out of 18 Pancasila values, 10 values were selected for integration in the curriculum: sincerity, unity, gotong royong, deliberation, cooperation, harmony, patriotism, simplicity, dignity and self-respect, and hard work.
- b. Organization: The current K13 curriculum has four Core Competencies (KI), but has not yet incorporated Pancasila-based character education. KI-5 was developed to integrate Pancasila values, with the preparation of RPP, RPPM, and RPPH.
- c. The development of KI-5 through several stages of evaluation and trials resulted in a final curriculum that is ready to be implemented. Implementation: Pilot testing of the curriculum at PAUD Jagung showed that most children (87%) were in the category of "Developing as expected," and 13% in the category of "Developing Very Well." There were no children in the "Undeveloped" or "Beginning to Develop" categories, indicating a significant improvement in the understanding of Pancasila values.
- d. Monitoring: Evaluation of pre-test and post-test results showed that the curriculum successfully improved children's abilities from the "Beginning to Develop" category to "Developing as Expected." Supervision ensures that the

curriculum is implemented effectively and achieves the expected results. Overall, the character education curriculum based on the integration of Pancasila values is feasible in Tampahan sub-district's Jagung PAUD. It has demonstrated effectiveness in improving children's understanding and application of Pancasila character values, and can serve as a model for developing similar curricula in other educational institutions.

V. CONCLUSION

Character Education Curriculum Design Based on the Integration of Pancasila Values in PAUD Tampahan District Toba Regency was developed through the stages of planning, organizing, implementing, and supervising, with the following results:

- a. Planning: Identifying the need for character education based on Pancasila values. 70% of teachers felt the need for a curriculum that teaches Pancasila values in a structured way.
- b. Organization: Establish the structure and components of the program, including learning objectives, core competencies, and basic competencies.
- c. Implementation: The pilot test of the curriculum at PAUD Jagung showed positive results, with 88% of learners achieving "Developing as Expected" and 12% "Developing Very Well", with no learners in the "Not Yet Developing" or "Starting to Develop" categories.
- d. Monitoring: Pre-test and post-test evaluations showed an increase in learner development from "Beginning to Develop" to "Developing as Expected", demonstrating the success of this curriculum.
- e. The curriculum integrates 10 of the 18 national character-building values (Syarbaini, 2011), namely: sincerity, unity, mutual cooperation, deliberation, cooperation, harmony, patriotism, simplicity, dignity and self-respect, and hard work. Validation by validators and active learning methods support the successful implementation of this curriculum.

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