

Character-Based Curriculum Management In The Catholic School

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Abstract – The purpose of this research is to determine the character-based curriculum in the Early Childhood Catholic schools, in terms of (1) planning, (2) organizing, (3) implementation, (4) control, and (5) supporting and inhibiting factors regarding implementation of the character-based curriculum at the Catholic school. Data were collected through in-depth interviews, participant observation, and documentation. The results are: (1) planning curriculum based on the needs of schools, supporting from the schooling foundation, guidance from the education expert, (2) organizing of the curriculum based on the internalization of values and ethics, lesson plan, students' talents and interests, (3) the implementation of the curriculum are: a) school principal as a leader and manager, b) chairman of the Catholic schooling as a supporting foundation leader; c) teachers as the center person, d) students as the target point, (4) control of the curriculum in the school by the principal and by the head of foundation; (5) supporting factors are the financial support from the school foundation and donors as well as all the school member, while inhibiting factors are: lack of an alumni data base and slow response by the parents regarding liaison book from the school.

Keywords – Management Curriculum, Character Education, Catholic School.

I. INTRODUCTION

Basically education is essentially a process of maturation of the quality of life. Through the process is expected to be able to understand what is the meaning of human nature and life, and for what and how to perform tasks in living and true life. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process logic, heart, character, and faith. Education is reaching the peak point of perfection quality of life. Thus, education is a process of becoming, which makes a person to be himself which grows in line with the talent, character, ability, and his conscience intact. Education is not intended to print the character and abilities of learners like his teacher. Educational process directed at the functioning of all potential learners so that they become human themselves having superior skills and personality.

Character education according to Lickona (1991) in Gunawan (2012: 23) is a form of education for one's personality through character education, the results are visible in a person's action, which is good behavior, honest responsibility, respect for others, hard work, and so on. The statement in line with ever written previously by Jessup (1969: 4) that: "The first function of education in human society, in point of time, is to direct and Accelerate learning in such a way that the rising generation will be well prepared for adult life". In the development of the Indonesian nation, the Indonesian nation's founding father,

the first president of the Republic of Indonesia, Ir. Soekarno (in Samani and Hariyanto, 2011) stated that: "the nation must be built by giving priority to the development of character (character building) because by the character building, Indonesia will be as a great nation, developed and prosperous, and dignified, if the character building is not done, then the Indonesian nation will be a nation coolie".

Related to the character education in the Catholic school then known as 'Apostolate in Education', which is how the role of the church to the community in the development of education for the children. It's like one of the results of the mandate of Consili Vatican II in 1965, as outlined in the "Gravissimus Education is (GE)" issued on October 28, 1965 by Pope Paul VI, which means it is the most importance of education.

Study of management curriculum is an integral part of the study curriculum. This study not only includes activities to learn the basics, but also studying a curriculum developed and implemented at all levels of education. Hamalik (2010: 20) suggests that the principal activity is the primary management studies curriculum covers the areas of planning and development, implementation, and improvement of the curriculum. Planning and development of curriculum based on the assumption that the available information and data on the problems and needs that underlie the formulation of proper planning. Implementation of curriculum based on assumption that curriculum has been planned in advance and ready to be implemented. Curriculum improvement based on the assumption that improving school curricula need to be improved and further developed to improve the quality of education.

This research has objectives to gain a deeper understanding of the character-based curriculum management practices at the Catholic school with a qualitative approach. Data were collected from natural setting as the data source directly. The meaning of the data can only be obtained if the depth of the facts obtained. This research is expected to find well describe the data as a whole and the whole of the curriculum management application based on the character of the Catholic school.

II. METHOD

The research was conducted over three months in Mardi Wiyata Catholic Kindergarten, Marsudisiwi Catholic Kindergarten, Mardi Wiyata 2 Catholic Elementary School, and Marsudisiwi Catholic Elementary School, in the city of Malang, East Java Province, Indonesia. This research design using multi-case study design using the constant comparative method with the steps as stated by Bogdan and Biklen (1982) in Arifin (2012) are: (a) start

collecting the data, (b) seeking key issues, the ever-recurring events, or in a category of data that includes a focus; (c) collect data that gave the event (incident) on the category of focus by looking at the diversity of the dimensions under the categories; (d) write the categories are being investigated in order to describe and explain all the events that exist in the data, looking for new events; (e) working on the data and the model that appears to find the basic social processes and relationships; (f) conduct sampling, coding, and writing as a focus on data analysis of core categories.

Instrument in this research is the researchers themselves as a key instrument. Advantage researcher as key instrument is because it is responsive and adaptable. Researcher as the instrument will be able to holistic emphasis, developing a knowledge-based expansion, the freshness of the immediacy process, and have the opportunity for clarification and summarize, and can take advantage of opportunity to investigate the response that special/odd or peculiar (explore atypical or idiosyncratic responses).

III. FINDINGS

Character-based curriculum planning in Catholic School, such as: (a) if the child experiences gained from the environment is well planned, including the stimulation provided by adults, it will affect the child's behavior in everyday life; (b) if socialization curriculum planning done by involving the Department of Education and foundations persekolan a Catholic school curriculum shelter the drafting team will gain a better understanding as stock in curriculum planning; (c) base characters in the planned curriculum in Catholic schools also influenced by the peculiarities of the lay apostolate in the field of education by the schools foundation a Catholic school shelter.

Organizing Character-based curriculum in Catholic School, such as: (a) the responsibility of organizing the curriculum in Catholic schools under the sole responsibility of the principal to coordinate the foundation's president schooling; (b) selection of the theme as the basis of organizing a curriculum based on the character of the Catholic school adapted to the conditions of the school and the foundation's ability to finance schooling; (c) organizing a character-based curriculum in Catholic schools include aspects: (1) model, (2) internalization of values and ethics, (3) habituation, and (4) the creation of an atmosphere characterized by the values and ethics in schools; (d) the four aspects of organizing the curriculum barbasis these characters into the component subjects, local content and self-development.

Character-based curriculum implementation in Catholic School, such as: (a) Habituation exemplary Catholic school packed within the scope of activities: (1) religious, (2) discipline, and (3) to care for the environment; (b) extracurricular activities in Catholic schools are educational activities outside of subjects to assist the development of the students according to the needs,

potential, talents, and interests through activities that are specifically organized by the school; (c) teachers in Catholic schools set up lesson plan before teaching. As stated in the lesson plan, that character indicators to be achieved for the students in the learning process; (d) in connection with the personal factor in the implementation of character education in Catholic schools, the mastery of a variety of learning materials include: (1) Self-esteem, which is an award given someone to himself, (2) Inhibition, the attitude to defend themselves or protect the ego, (3) anxiety, which include frustration, worry, tension, etc., (4) motivation, namely the urge to perform an activity, (5) risk-taking, the courage to take risks, and (6) Empathy, the properties associated with the involvement of the individual to the feelings of others; (e) in connection with the book link at the Catholic school to the parents of students, it is in terms that parents can know the progress of your son or daughter for school, especially when there are certain things that should be the concern of parents to son or daughter accordance with the teacher's attention during the learning process in the classroom; (f) the value of the personality of students in the form of behavior, crafts, and neatness are the factors assessed in relation to the increase in class.

Controlling the character-based curriculum in Catholic School, such as: (a) Chairman of the foundation in Catholic schools play an active role in controlling the curriculum at the school on two aspects: (1) aspect of the peculiarities of the foundation, and (2) the use by the school's financial foundation; (b) the role of the principal in the Catholic school is to control from planning to implementation krikulum in school; (c) the existence of a school liaison book to parents is in order to control the behavior of students during home; (d) There is no obligation to report the results of the implementation of learning at the end of each school year, the principal of the school to the Education Department of Malang; (e) The value of the character to be achieved by students who are written in the lesson plan is a guide for teachers and dick on the development of student behavior.

Factors Supporting and Inhibiting Character Based Curriculum Implementation in Catholic School, such as: (a) funding support from the foundation of the school to the Catholic school is a factor supporting the success of the character-based management curriculum in Catholic schools; (b) a good relationship between the Catholic school by the Department of Education affect the implementation of the character-based curriculum in Catholic schools; (c) the existence of a link in a Catholic school books to the parents, but not addressed carefully and precisely; (d) the existence of extracurricular activities and establish faith in Catholic schools who support the interests of talent and personality development of students; (e) less the maximum involvement of the Catholic school school committees in the implementation of the character-based curriculum management in Catholic schools.

IV. RESULT AND DISCUSSION

Planning of Curriculum-Based Character at The Catholic School

Learning Experience

Curriculum in the Catholic schools was designed base on an emphasis of understanding the learning experience. Furthermore, Welton and Mallan (1981) mentioned that learning experience was relate in termed as "experience and concept learning", which is a learning system that is designed based on the age of the children, combined with the experience of the child and teacher's experiences which are designed in such a way tailored to the stage of the child's age at early childhood education. The rationale of "experience and concept learning" are: (1) that early childhood education during a sensitive period is important for children to get an education; (2) experience gained from the child's environment, including the stimulation provided by the adult child will affect your life in the future; (3) by the condition number 1 and 2 above, it is necessary to attempt to facilitate future growth of the child in the form of education and learning activities appropriate to the age, needs and interests of children; (4) furthermore by the condition number 3 above, the level of achievement of the developments taking place in every child is describing the range of possible growth and development of children through and accomplished sequentially and continuously; (5) that the child's level of development achieved in this period will be the basis achievement of the development at a later stage. Those eexplanation are also consistent with that put forward by Carol Copple, Richard de Lisi, and Irving Sigel as recorded in Spodek (1982: 3): "... The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors".

Peculiarities of The Catholic Schooling Foundation

Relate to the character-based curriculum planning at the neighborhood of Catholic school is known as 'Apostolate in Education', which is how the role of the church to the community in development of education for the children. It's like one of the results of the mandate of Vatican II which lasted from 1962 to 1965, as outlined in the "Gravissimus Education is (GE)" issued on October 28, 1965 by Pope Paul VI, which means it is the most importance of education.

Refer to the mandate of the church with the existing ordinance to develop his work in the field of education is universal. Each of the Ordinance brought the peculiarities of his order in its lay apostolate work in education. However, the main thing that sustains one of the peculiarities of Catholic education is universal love, the proclamation of love through education to all people regardless of differences or boundaries exist.

School Needs

In a character-based curriculum planning, referring to the Catholic school needs, applicable laws and regulations as well as the local capacity in terms of funding the school foundation. This can be seen in the planning and selection

of themes selected on the values of character you want addressed by the school to the students.

Also noted that the theme selection should consider the following principles: (1) proximity, meaning that the theme should be selected from the nearest theme with the theme of the child's life is getting away from the child's life; (2) simplicity, that the theme should be chosen ranging from simple themes to the themes are more complicated for children; (3) the attractiveness, meaning that the theme should be selected from the themes that attract children to the themes of the less attractive children; (4) experiences, it means the event or events that occur around the child during the learning takes place should be included in the study, although not in accordance with the chosen theme of the day.

With regard to the values of the character which is addressed by Catholic schools to their students, then as stated in the Office International de l'Enseignement Catholique (OIEC) or International Bureau of Catholic Education, located in Belgium, in the launching of the movement "Values Education", which in it is that there are four values in character education in Catholic schools are prepared in preparing young people to enter the year 2000, namely: (1) respect for others, (2) creativity, (3) solidarity, (4) spirituality

Principal Roles in the Catholic Schools

Principal's role is crucial in the planning of the school curriculum because it involves policies to get the best results from curriculum planning. The policy is with respect to schooling to accommodate the interests of the foundation regulations imposed by the government.

Basically the appointment of school principals in Catholic schools is because of the belief of the foundation of schooling with considerations of loyalty, achievement, and dedication to serve the foundation for schooling. In this regard, the role of school principals in Catholic schools is crucial to the curriculum planned by the school. It is as proposed by Reinhartz and Beach (2004: 73): "... school leaders must be diligent, fair, consistent, and use job-related criteria...." Then continuing in page 214: "School leaders must expand their own leadership potential as they continue to learn. It has been said that the way to learn is to lead and the way to lead is to learn; leaders are life long learners". This statement is in line with the dedication and achievements are inscribed a teacher at Catholic schools before being appointed as principal.

Socialization by Educational Experts

Prior to planning the curriculum, Catholic schools receive socialization from education experts, either to the principal or to the principal and teachers at Catholic schools stretcher. This is in order to get a common understanding of the curriculum will be planned by the Catholic school. This condition is also suggested by Mulyasa (2011: 12) that: "... teachers and principals are required to constantly learn new information about education and improving the quality of education in general."

Socialization of educational experts including by the chairman of the foundation to the Catholic school at least the following: 1) applicable laws and regulations, 2)

procedures for curriculum planning, 3) the uniqueness of Catholic schooling foundations, and 4) motto, vision, mission, objectives school Catholic.

V. ORGANIZING CURRICULUM-BASED CHARACTER IN THE CATHOLIC SCHOOL

Delegation of Duties

With regard to the delegation of tasks to teachers and principals, is concerned with duties and responsibilities that the curriculum has been planned and implemented to run well and controlled as it should be.

Task relations in the Catholic school established in the form of the organization of tasks and responsibilities. Each teacher get a job and responsibilities based on the authority possessed by the principal and approved by the chairman of the foundation. With regard to the affairs of the curriculum, then there sie curriculum in Catholic schools are responsible for the implementation of the curriculum in schools. However, the staff of curriculum responsible to the principal in terms of reporting. With the delegation of these tasks then the principal can perform control functions properly.

To facilitate the delegation of tasks, then the Catholic schools using pattern "Line and Staff". This model was introduced by Harrington Emerson is a form of a combination of patterns and pattern line staff, whereby line functions is to act while the staff is to think (Rosyidi, 1984: 94). This model is the most classic form and only used in an organization that is still modest (Rosyidi, 1984: 85). It is also suggested by (Robbins, 2005: 461) that in a simple organizational structure: "A structure characterized by a low degree of departmentalization, wide spans of control, authority centralized in a single person, and little formalization".

Of the pattern line and staff, as noted above then the organization will be more visible Catholic schools such as the family and the role of the principal is positioned as a mentor. This condition can be referred to as the "Culture Clan", the culture that emphasizes intimacy and emotional bonding to share, so that the organization is more like a big family. Leaders of the organization in this case the principal is positioned as a leader (mentor) or even a parent figure. Organization bound by the power of loyalty or tradition (Kusdi, 2011: 88). However, although the school seems like a family organization, control and decision making of the school remains the principal consulted prior to the chairman of the foundation as a full charge.

Organizing of The Subjects

Organizing of the subjects in Catholic schools compiled by integrating on: a) knowledge, means the field of cognitive awareness where the principal and teachers to identify learning needs for students, b) comprehension or understanding, means the depth of cognitive and affective owned by individual, in this case the principal and the teachers have experience in teaching and supported with an educational background that there has had a good understanding of the characteristics and conditions of schools and students based on existing experience, so that

it can carry out effective and efficient learning. It is the readiness of teachers to prepare lesson plan, c) the ability or skill, means which is something that is owned by an individual to perform a task or job assigned to him; d) value, means which is a standard of behavior that has been believed to have psychological and manifest themselves in someone. In this case the role of school principals and foundations play a role in instilling distinctiveness apostolate in education through the church congregation respectively; e) attitude, means which is a feeling (happy-unhappy, like-dislike) or a reaction to a stimulus who came from outside. In this case also appears on the principal's role in relation to the unity of the other teachers who fully feel kinship; f) interest, means the tendency of a person to perform an action. In this case because a number of items a) to e) above to perform well, then in a loving atmosphere of learning and fun, then the teacher can distribute the interest and talent possessed by the students so that their skills can be felt in extracurricular activities.

Learning is Delivered

Lessons delivered by teachers in Catholic schools based on lesson plan that had previously been made by the teacher and subsequently recognized and approved by the principal. Selection of learning methods will be delivered is also taking into account the psychology of child development and learning stages that need to be delivered. Lesson Plan which is compiled by teachers at Catholic schools emphasizes that shape the character in children requires a stage and is designed in a systematic and sustainable. As individuals who are growing, children like to imitate properties without considering the good and bad. It is driven by curiosity and want to try something that was observed, which sometimes arise spontaneously. Honest attitude which shows the innocence of a child is its hallmark. Life without the burden felt by children causes children to always look cheerful and able to move freely and activities. In this activity, children tend to show properties their ego, which in turn suggests that the unique nature of individual children is a complex figure who had differences with other individuals (Mubarak, 2012: 58).

In the Catholic school, the internalization of values and ethics to be early in the process of the formation of character in the school setting, which in this case is the basis of Christian values, which is love. The internalization process is not only done by the teachers of religion alone, but also all teachers. Thus it would be touching to the students.

As stated by Fraenkel (1973), in Welton and Mallan (1981: 155): "No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain." By the value of love embedded in Catholic schools, then this makes also the organizer of the character education curriculum, which is the component of the overall structure and content of the school curriculum. Each component in the subjects, local content, and self-development has contain of education character where it is described in the lesson plan which prepared by each teacher.

Personal Development for Students

Organizing self-development for students with learning is meaningful, that is by looking at students' interests and talents both for students who have an edge in the subjects as well as in non subjects such as music, drama or sport. Examine the role of teachers in students' personal development is very large. At the classroom level, teachers are important factors that influence the success of the character education in schools, and even determine the success or failure of students in developing his well-being (Mulyasa, 2011: 63). Say so, because the teacher is the central figure as well as an example and role model for students. Therefore, teachers in character education must start from himself so that he does nothing well be better the impact on students.

In connection with extracurricular activities, the Catholic school student members the flexibility to be able to develop their interests and talents in accordance with the areas favored by students. With regard to the extracurricular activities Noor (2012: 106) suggests that extracurricular activities are educational activities outside of subjects to assist the development of students according to the needs, potential, talents, and interests through activities specifically organized by educators and or personnel in school.

VI. IMPLEMENTATION OF CURRICULUM-BASED CHARACTER IN CATHOLIC SCHOOL

Principal roles in Level of School

In the Catholic school, the principal has three functions. *First*, as a representative of the foundation to spread the Catholic schooling lay apostolate in education. *Second*, as a school leader to chair the school organization and produce top students and virtuous character well. *Third*, as the protector of all citizens of the school in order to collectively work together to promote education in the schools.

With regard to the position of principal at the Catholic school is an arm of the foundation Catholic schooling, then this is because of the trust from the foundation to the person who was appointed as head of the school to be able to carry out the mandate of the foundation is schooling well and can give clear instructions as well to school teachers and existing residents. Beliefs of the Catholic schooling form the foundation of the authority of principals to maximize the potential that exists in the Catholic schools to observe and manage the school well, working with parents, to promote education in the schools. This is in line with the conditions set out in Reinhartz & Beach (2004: 137): "*In order for school leaders to make meaningful instructional decisions that promote learning for all students, they must have the necessary authority to commit fiscal and human resources that enable the implementation of instructional or curricular decisions*".

With regard to leadership, principals in Catholic schools also played a role as a leader as well as a manager in the implementation of character education in schools, and teachers are leaders and managers in the implementation of character education in the classroom (Wiyani, 2012:

68). The school principal instructed teachers to lead and manage the students through high values of transformation based on the existing rules and values the uniqueness of Christian education for Catholic schools. To this also as stated the World Bank (1999) in Rival & Murni (2009: 789): "*Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world*". In line with that statement, the principal at Catholic schools emphasize to teachers to prepare lesson plan with good character and include indicators to be achieved in the study.

Role of Teachers in the Classroom Level

Teacher had strategic role especially in shaping the character and develop the potential of students. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who followed and emulated. In the Catholic school, the teacher's role as a highly visible role model. This is because the school teachers are a source of knowledge for students. Character development is not only limited in the habit of advising students. Character is formed only by contiguity personality qualities in the process of learning together (Noor, 2012: 124).

At the classroom level, teachers are important factors that influence the success of the character education in schools, and even determine the success or failure of students in developing his well-being (Mulyasa, 2011: 63). Say so, because the teacher is the central figure as well as an example and role model for students. Therefore, teachers in character education must start from himself so that he does nothing well be better the impact on students.

Teachers in Catholic schools also served to provide exemplary morning the students. Exemplary presence and discourse exemplified by the principal in Catholic schools is derived from love and Christian values in the school, and it is also in line with that proposed by Dakir (2010: 101): "... Planting sense of right and further that such measures can be implemented, students will be expected to have attitudes, then the values, and eventually formed a personality that religious".

With regard to the preparation of lesson plan by teachers in Catholic schools, the teachers in this case must be carefully and professionally so that the values of character that is expected to be achieved by the students. At this, the teacher at the Catholic school should also be able to integrate these conditions on the learning done in class, so the lesson plans prepared by teachers and approved by the principal can be executed properly. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) the integration into the subject, 2) learning through thematic integration, 3) integration through the creation of the character and atmosphere of habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

In the Catholic school teachers are also counseling. The counselor prominent role because it is as one of concern from Catholic school to help students who have overcome the problem, so the problem can be solved and the students

can learn and excel in school. It is also suggested by Hamalik (2010: 183) that teachers play a major role and responsibility to lead the students to develop their potential and help solve the problems and difficulties of the students who are guided, with the intention that students are able to independently lead him itself.

Lesson Plan Based-Character

Joseph and Leonard (1982: 20) in Mulyasa (2011: 85) argues that: *“Teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.”* This quote the importance of meaningful lesson plans for successful implementation of character education in schools. In line with the above, then it is emphasized in the learning process in Catholic school education in relation to the personal character is more specific factors in students' behavior is very important in the control of a variety of learning materials, which in this case include: a) Self-esteem, the award given to the man himself, b) Inhibition, the attitude of self-defense or to protect the ego; c) Anxiety, which includes a sense of frustration, worry, tension, etc. d) Motivation, the impetus for perform an activity, e) Risk-taking, the courage to take risks; f) Empathy, which is related to the nature of involvement of the individual on the other person's feelings. Against this, the inside embed, embody and enhance the character of the base curriculum in Catholic schools is either: a) mental development, namely in terms of both attitude and character. The headmaster tried to create a conducive climate for all existing teachers in order to perform the task well in proportion and professional, b) moral development, namely in terms of fostering educational staff on matters relating to teaching about the good and bad deeds, attitudes and obligations in accordance with their respective duties of educational personnel; c) physical development, namely in terms of fostering the educational staff on matters relating to physical or body condition, health and their appearance outwardly; d) coaching ethics, namely in terms of fostering educational staff on matters relating to sensitivity to art and beauty. This is partly done with spiritual tourism activities every month Rosario in May and October each year. To these teachers' efforts following the principal character in the level of education is in line with that set out in Soedjatmoko (2010: 113) that, through faith, man is able to build while keeping the balance between worldly life and the hereafter, so he does not get carried away chasing materialism and materialism excessive.

Modeling Habituation

Habituation exemplary in Catholic school consists of two things, *first* is the example according to the patron saint of Catholic schools that were believed by the congregation of monks or nuns who manages the foundation Catholic schooling. *Second*, habituation exemplary undertaken by the principal, teachers and students, in the form of religious activity, discipline, and caring environment. Habituation to the example, this is in line with the kind described in Wiyani (2012: 140): *“Habituation is exemplary activities in the form of daily behavior that is not programmed because it is done*

without any limitation of space and time. This example is the behavior and attitudes of teachers and education personnel and learners in providing examples through good actions that are expected to be role models for other students.”

Extracurricular Activities

In the Catholic school, the teachers look at their cheerfulness and sight of people exiting during the learning process in the classroom and outside the classroom. Similarly, the students happily follow all existing learning processes. To students who demonstrate an interest or talent in music, singing, dancing or sports, then the teachers to observe any further distributed in extracurricular activities.

In connection with the extracurricular activities Noor (2012: 106) suggests that extracurricular activities are educational activities outside of subjects to assist the development of students according to the needs, potential, talents, and interests through activities specifically organized by educators and or personnel in school.

Furthermore the role of schools in the Catholic school, the school only provides a place to exercise, whereas the role of a teacher is to accompany the extra time was done in school activities, ie after lessons at school. From the results of the scheduled extracurricular activities neat and handled by competent teachers, the results achieved can be glorious, it can be seen from the many accomplishments achieved by the students in Catholic schools.

In addition to dealing with school or extracurricular activities that facilitate, the role of parents in favor of the son/daughter to develop their interests and talents through extracurricular activities is also quite large. This is done in Catholic schools so that their students can also excel in non-academic fields. This condition also as stated by Daniel Safran in Grant (1979: 95): *“The involvement of parents in the formal education of their children is good for the children, good for the parents, good for the teachers, good for the schools, and good for the community”*. Based on the statement that the parents basically requires that the son / daughter is getting the education in Catholic schools can also be a person who can thrive wherever they are, both academic and non-academic level is through the extracurricular activities.

Control of Curriculum-Based Character in Catholic School

Controlling the character-based curriculum in Catholic schools puts emphasis on some of the following: (1) control by the Catholic schooling foundation's chairman, put forward the principle beliefs of Catholic schooling on the foundation's president principal to manage the school well, as a trust or a trust that must be carried; (2) control of school principals to promote the principle of citizen responsibility of all school community to hear and appreciate the appropriateness and feasibility of decisions taken by the principal in running education in Catholic schools they lead. In relation to the control of the character-based curriculum in Catholic schools include four aspects, respectively: (a) aspects of the teacher, respect the learning methods, (b) aspects of the students, with regard to the development of student assessment; (c)

aspects of the elderly, with respect to support parents against their children in connection with the information provided by the school through the book link. This is important as the liaison with the book: (i) to inform the development of school children needs to be known and addressed by parents, (ii) schools can measure the success of the implementation of learning based on input from parents, and (iii) for parents to know the progress of their son/daughter at school, and (d) the financing aspect, with regard to the burden of financing that has been allocated by the school.

Factors of Supporting and Inhibiting Implementation of the Curriculum-Based Character In Catholic School

Evans in Spodek (1982) asserts that in developing a curriculum model that are relevant and appropriate for the education of children in schools, it is necessary to pay attention to all the factors involved in the school as an input for the improvement of education at the school. Further factors involved can be interpreted as factors supporting and inhibiting factors in implementing improvements in the character of the school-based curriculum. Support of this statement, as stated in Hamalik (2010: 270) that the curriculum improvement aims to improve the quality of education, or at least one business in order to improve the quality of education.

Observing from the statement above, the factors supporting and inhibiting the implementation of the curriculum based on the character of Catholic schools include: 1) the supporting factors, namely: a) the support of the foundation Catholic schooling, b) the involvement and cooperation of both the principal to all teachers, c) the existence of a good relationship from the principal to the Education Department, and d) the good cooperation with the donor through a local church or school alumni, 2) inhibiting factors, namely: a) the slow response given by the liaison book teachers to parents, b) is not recorded properly on the school alumni association, and c) less the School Committee works best because it has been entrusted fully to the school.

VII. CONCLUSION

Characteristics of the Character-Based Curriculum Planning At Catholic School

Characteristics of the character-based curriculum planning at Catholic schools include: a) promote the involvement of all teachers, b) involves chairman of the foundation with respect to the peculiarities of Catholic schooling and foundations related to the funding of the foundation to the school; c) involve experts in the socialization of education, curriculum planning, d) forward planning "experience and concept learning", which is a learning system that is designed based on the age of the children, combined with the experience of the child and teacher experience are designed in such a way tailored to the stage of life of children in early childhood education are involved in curriculum planning; e) using signs legislation signaled by the state as a basis for planning, and f) Catholic schools also pay attention to the

condition and capabilities of Catholic schooling foundation in planning the curriculum of each school.

Characteristic of Organizing Character-Based Curriculum at Catholic School

Organizational characteristics on the character-based curriculum Catholic schools include: a) the delegation of tasks and responsibilities of Catholic schooling foundation to the principal, who later compiled on school organizational structure, b) the relationship of coordination between schools with the Catholic church where the school is domiciled; c) organizing subjects in Catholic schools compiled by integrating on: 1) knowledge, namely in the field of cognitive awareness where the principal and teachers to identify the learning needs of the students, 2) comprehension or understanding, means the depth of cognitive and affective owned by the individual, in this case the principal and the teachers have experience in teaching and supported with an educational background that there has had a good understanding of the characteristics and conditions of schools and students based on existing experience, so that it can carry out effective and efficient learning. It is the readiness of teachers to prepare lesson plan, 3) the ability or skill, which is something that is owned by an individual to perform a task or job assigned to him; 4) value, which is a standard of behavior that has been believed to have psychological and manifest themselves in someone. In this case the role of school principals and foundations play a role in instilling distinctiveness apostolate in education through the church congregation respectively; 5) attitude, which is a feeling of happy-unhappy, like-dislike or a reaction to a stimulus who came from outside. In this case also appears on the principal's role in relation to the unity of the other teachers who fully feel kinship; 6) interest, the tendency of a person to perform an act that is the distribution of interest and talent possessed by the students through extracurricular activities; c) learning delivered through the internalization of values and ethics that became the beginning of the process of the formation of character in a Catholic school setting, which in this case is the basis of Christian values, which is love, and d) self-development organization for students is the presence of extra-curricular activities, namely the examine students' interests and talents both for students who have an edge in the subjects as well as in non subjects such as music, drama or sport.

Characteristics of Character-Based Curriculum Implementation at Catholic Schools

Characteristics of the character-based curriculum implementation in Catholic schools include: a) the principal as a leader and manager in the implementation of the curriculum in each school, b) chairman of Catholic schooling as a supporting foundation leaders in support of the implementation of the curriculum in Catholic schools, c) the teacher as the center person in the implementation of the curriculum in the classroom, d) students as a target point in the implementation of character education in Catholic schools, e) Catholic schools instill the values of love as a quirk in Christian education, f) the existence of an organized faith formation for the teachers and students

at Catholic schools in the form of recollection and retreats, and g) the value of the student's behavior affects the rising class of students.

Characteristics of Control Character-Based Curriculum at Catholic School

Characteristics of curriculum-based character control in Catholic schools include: a) the role of the control is the principal who also serves as manager and leader, b) the role of chairman of the foundation's control of Catholic schooling there at the level of the use of financial and internalization distinctiveness congregation monk or nun charge of Catholic schools foundation, c) the role of the control of the Department of Education is at the ratification of the curriculum document has been prepared by the school, and d) the liaison books at Catholic school to the parents, the school and the control input of parents to their children.

Characteristics of Supporting Factors and Inhibiting Factors of Character-Based Curriculum Implementation in Catholic Schools

Characteristics of the factors supporting and inhibiting the implementation of the curriculum based on the character of Catholic schools include: 1) the supporting factors, namely: a) the support of the foundation Catholic schooling, b) the involvement and cooperation of both the principal to all teachers, c) the a good relationship from the principal to the Education Department, and d) the good cooperation with the donor through the local church or school alumni, 2) inhibiting factors, namely: a) the slow response liaison book given by the teacher to the parents, b) still has not been recorded properly in the school alumni association, and c) less the School Committee works best because it has been entrusted fully to the school.

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AUTHOR'S PROFILE

First A. Agustinus Hermino



Agustinus Hermino was born in Magelang city, Java island, Indonesia on 17 February 1970. Bachelor degree was on 1993 from Bandung Institute of Technology, Indonesia, majoring in Civil Engineering. Master degree was on 2013 from State University of Malang, Indonesia, majoring in Educational Management with GPA 4.00. Ph.D degree will be finalized on April 2016

in majoring Educational Management, State University of Malang, Indonesia with current GPA 4.00. At this time he is working as team member of expert staf of Minister of Education and Culture, Republic of Indonesia in Jakarta. He is also working as an individual consultant in the major of early childhood education in Pekanbaru city, Riau Province and in Papua Province. Some books written by him which already published such as: (1) Need Assessment for Schooling Organization. Published by Gramedia Publisher, Inc. Jakarta, Indonesia, May 2013; (2) Character-Based Curriculum Management. Published by Alfabeta Publisher, Inc. Bandung, Indonesia, April 2014; (3) Education Leadership in the Globalization Era. Published by Pustaka Pelajar, Inc. Jogjakarta, Indonesia May 2014; (4) Papua Peace Education. Contextual Character Education Pakima Hani Hano in the Central Mountains of Papua. Published by World Vision Indonesia, September 2015. His research interest is about school-based management in the primary education sector, especially in the rural and remote area.

Mr. Agustinus Hermino is member of Association of Educational Management/Administration Department in Indonesia, and also member of List No.8, International Technical Official in the Open Water Swimming by FINA. Some awards given to him such as: (1) best student in the master degree of educational management, State University of Malang, Indonesia, 2013; (2) best participant in the International Training of Trainer for Olympism Spirit in the Sport Organization by The International Olympic Committee (IOC), Bali, Indonesia, 2013; (3) best participant as an International Swimming Coach Training, especially in the Open Water Swimming by FINA, Bali, Indonesia, 2012; (4) silver plate by FINA as an International Technical Official, representing of ASEAN at the 13th FINA World Championship, Rome, Italy, 2009; and (5) best participant as an International Technical Official Training in the Open Water Swimming by FINA, Bali, Indonesia, 2008.

Second B. Imron Arifin



Imron Arifin was born on 13 July 1965 as a career lecture in the State University of Malang, Indonesia since 2002.

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