The Contribution of *Redesigning* Curriculum and Teaching Skills on Strengthening Teachers' Character of State Islamic Madrasah Aliyah Negeri (MAN) of Padangsidimpuan City

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The Contribution of *Redesigning* Curriculum and Teaching Skills on Strengthening Teachers ' Character of State Islamic Madrasah Aliyah Negeri (MAN) of Padangsidimpuan City

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Abstract. The contribution of redesigning the curriculum and teaching skills is done by designing and streamlining learning process to create reinforcement of educational character. The research problem formulation is: is there any relationship between redesigning curriculum and teaching skills together with strengthening the character of teachers in the State Islamic Senior High School (MAN) of Padangsidimpuan. The research methodology was quantitative with correlational types. Stratified proportional random sampling technique was used. The research instruments were questionnaires arranged according to the Likert scale. The results showed that the contribution of redesigning curriculum to strengthening educational characters was 18.3%, the contribution of teaching skills to the strengthening of educational characters was 15%, while the contribution of the two variables was 26.8%.

1. Introduction
Padangsidimpuan is located in North Sumatra about 450 km from the capital province [1]. Padangsidimpuan has two State Islamic Senior High Schools. *Madrasah* education produces a nation that has a religious attitude, trustworthy, having scientific ability, skilled and professional [2]. The purpose of *Madrasah* education is to create teachers who care about strengthening the mechanism of educational system, which contributes to strengthening educational characters.

Meanwhile, educational characters form continuous self-improvement and exercises the ability to lead a good life.[3] States that educational character is good, desiring the good and doing the good.[4]Curriculum redesign is done by developing curriculum, holding teacher training, innovating learning methods, providing places of worship in the school environment, strengthening extracurricular activities, and supporting teachers.[5]Contribution of teaching skills using models, approaches, strategies, techniques and learning tactics.[6] Teaching skills give rise to goodness in creating character education reinforcement.

1.1. Statement of the Problem
Is there a relationship between curriculum design and teaching skills together with strengthening the character education of teachers in the State Islamic Senior High School in Padangsidimpuan City.

1.2. Review of Related Literatures
1.2.1. Redesigning Curriculum
Taba in her book of *Curriculum Development, Theory and Practice*, defines the curriculum is as a plan for learning.[7] Furthermore, according to Doll curriculum is the formal and informal content and process

of learning to gain knowledge and understanding, developing skills and altering appreciations and values under the auspice of that school.[8] The curriculum is now generally considered to be all the experiences of learners who have under the auspices of the school.[9] Curriculum redesign is done by diversifying the curriculum based on the National Education Standards, adopting the structure and burden of the national curriculum, adjusting the curriculum according to the educational characters in *Madrasah*.[10]

1.2.2. Teaching Skills

Teaching is an effort to create conditions or environmental systems that support the ongoing learning process.[11] Teaching is a complex activity.[12] Learning can be done through teaching skills. Teaching skills are the skills of a teacher with an effort to achieve the success of the teaching and learning process.

1.2.3. Strengthening Character Education

Character is a value system that embodies the thrust system or driving a system that underlies, attitudes and behavior.[13]Character education is defined as education that develops the noble character of students by practicing and teaching moral values and civilized decision-making in relationships with fellow humans and in relation to their God.[14] Character education is an integral learning process through teaching and learning methods, habitual behavior, spiritual activities, and role models.[15] Character indicators are maintenance of life that respects differences of opinion, determination, upholding human values, trust, truth, justice, self-control and transcendence.[16]

1.2.4. State Islamic Senior High School Teachers

The teacher is an educator who is a character, role model and identification for all students and their environment.[17] The teacher is the person who responsible for providing assistance to students in developing both physically and spiritually cases. [18]According to Law No. 14 of 2005 Concerning to Teachers and Lecturers, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal channels of primary and secondary education. Padangsidimpuan city is a city in North Sumatra Province, Indonesia.[19] Currently there are 37 educational units at the level of high school, State Islamic Senior High School (MAN), public and private vocational schools.

2. Metodology

This study uses a quantitative method with a type of correlational research. The population is all civil servants of the State Islamic Senior High School (MAN) in the City of Padangsidimpuan and they are still actively teaching in 2018 totalling 116 people, spread over MAN 1 and MAN 2 each of 58 people. Sampling was carried out by using the stratified proportional random sampling technique with the Cochran formula. The instruments of data collection are questionnaires arranged according to Likert scale.[20]

The hypothesis was tested by using multiple correlation techniques, to examine the relationship of curriculum redesign variables (X1) with reinforcement of character education (Y), and the relationship of teaching skills variables (X2) with curriculum redesign (X1) constant state.

3. Research Results

3.1. Strengthening educational characters (Y)

The average score is 149.321, median 151.110, mode 154.610, standard deviation 12.122. The calculation results show the difference in average, median and mode scores not exceeding one standard deviation hence the data tends to be normal. Irianto said that the difference in average, median and mode values does not exceed one standard deviation so the data are normally distributed.[21]

Table 1. Distribution of Strengthening Educational Characters (Y)

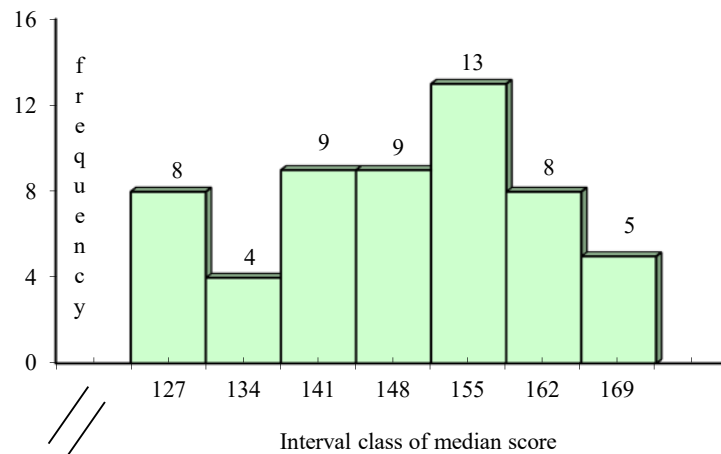| Interval Class	fo	%fo	fk	%fk
166-172	5	8,92	5	8,92
159-165	8	14.28	13	23.20
152-158	13	23.21	26	46,41
145-151	9	16,07	35	55,41
138-144	9	16,07	44	71.48
131-137	4	7.14	48	78,62
124-130	8	14.28	56	100.00
Total		56	100.00	

Figure 1. Histogram of Strengthening Educational Character

3.2. Redesigning Curriculum (X1)

The average score was 143.189, median 145.4, modus 147, dan standard deviation 12.714. The frequency of redesigning curriculum tends to be normal.

Table 2. Frequency Distribution of redesigning curriculum

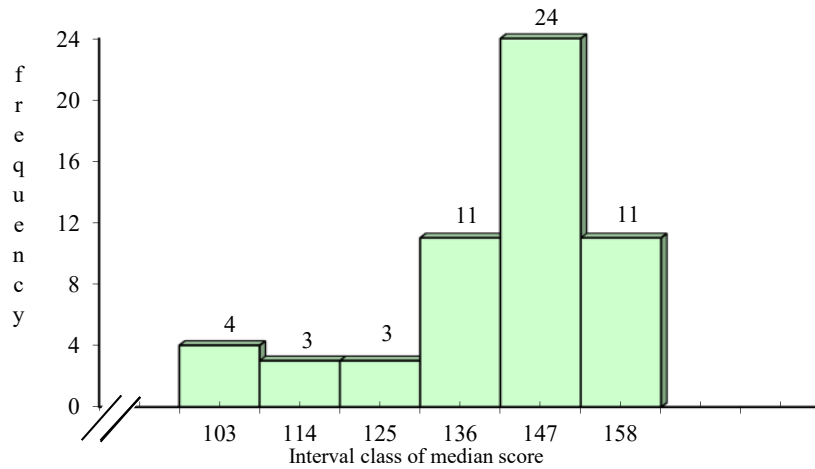| Interval Class	fo	%fo	fk	%fk
153-163	11	19,64	11	19,64
142-152	24	42,85	35	62,49
131-141	11	19,64	46	82.13
120-130	3	5.35	49	87,48
109-119	3	5.35	52	92.83
98-108	4	7.14	56	100.00
Total		56	100.00	

Figure 2. Histogram of Strengthening Educational Character

3.3. *Teaching Skills (X2)*

The average score was 127.811, median 127.430, modus 126.360, dan standard deviation 10.391.

Table 3. Data of Frequency Distribution of Teaching Skills (X2)

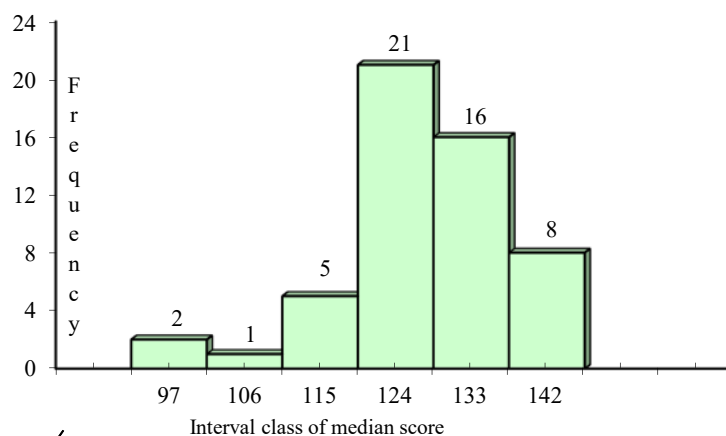| Interval Class	fo	%fo	fk	%fk
138-146	8	15.09	8	15.09
129-137	16	30.19	24	45.28
120-128	21	39.62	45	84.91
111-119	5	9.43	50	94.34
102-110	1	1.89	51	96.23
93-101	5	3.77	56	100.00
Total	56	100.00		

Figure 3. Histogram of Strengthening Educational Character

3.4. Hypothesis Testing

Table 4. A summary of analysis result of multiple correlation and redesigning curriculum and strengthening educational

Correlation	Coefficient correlation (R)	Coefficient Determination (R^2)	P
Redesigning curriculum and teaching skills on strengthening teachers' character	0,518	0,268	0,001

Table 5. A summary of regretion analysis and redesigning curriculum and strengthening educational

Sources	JK	DK	RJK	F	P
Regression	2047.979	2	1023.990	9.153	0.001
Residue	5593.565	50	111.871		
Total	7641.545	52			

4. Conclusion

This finding shows that redesigning curriculum variable and teaching skill have a predictive score around 26.8% towards the strengthening teachers' characters, while around 73.2% was coming from other factors that can be predicted through this research.[123]

5. References

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