

# An Analysis of Character Values in Civic Education Textbook for Junior High School Student

Anggi Agustin<sup>1</sup>, Winarno<sup>2</sup>, Rini Triastuti<sup>3</sup>

<sup>1</sup> Postgraduate Student of Civic Education, Sebelas Maret University

<sup>2,3</sup> Postgraduate Lecturer of Civic Education, Sebelas Maret University

<sup>1</sup> anggi.agustin@student.uns.ac.id, <sup>2</sup> winarnonarmoatmojo@staff.uns.ac.id, <sup>3</sup> rinitriastuti@staff.uns.ac.id

**Abstract:** The purpose of the article is to discuss the character values in civic education textbooks for junior high school students in Indonesia. The eighth-grade textbook is on the research focus, especially in the Bhinneka Tunggal Ika concept. Bhinneka Tunggal Ika (Unity in Diversity) means we are many kinds, but we are one. The differences make Indonesian people are vulnerable to social conflicts. Therefore, it is very important to understand and promote ways in which can contribute to building up of unity. From the concept, the “Ministry of Education and Culture” develops national character values through textbooks which are used as a source of learning. The research is based on qualitative descriptive approach. Data were collected through observation and document study. Data analysis use interactive analysis from Miles and Huberman. The study shows that the textbook contains 18 (eighteen) national character values following the purpose of civic education in the national curriculum. They are “honest, religious, discipline, tolerance, independent, hard work, creative, democratic, curiosity, the spirit of nationalism, love of the country, appreciate achievement, friendly/ communicative, peace of mind, fond of reading, environmental care, social health, and responsibility”. In practice, the teacher should optimize by giving a model or example through habituation activities, involving students in learning, and implement the values of character obtained in daily life.

**Keywords:** *character, values, civic education, textbook*

## INTRODUCTION

Education is one of process in making the human character (Anggraini & Kusniarti, 2016; Hadi, 2015; Zhou, 2019). It means that education can create attitudes and behaviors that eventually become a character or personality to be a whole person. Education is a dynamic thing, which has to adapt in every condition. In Indonesia, the education curriculum has been changed to achieve national education goals. One of the changes in the curriculum is national character education is embedded through the learning process (Cullen, Bloemker, Wyatt, & Walsh, 2017; Suyitno, Zaenuri, Sugiharti, Suyitno, & Baba, 2019). Characters are placed as dimension that coexists with intellectuality reflected in core and basic competencies (“kompetensi inti dan kompetensi dasar”) in 2013 curriculum. Lickona (1991: 51) said that “character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior”. Character education should take students to cognitive value recognition (moral knowing), affective value appreciation (moral feeling), and eventually to experience actual values (moral behavior) (Wuryani & Yamtinah, 2018).

One type of character education integration in civic education is done through the internalization of the character values in the textbook. However, the textbooks didn’t contain national character values as a whole and the character development was not yet integrated. Based on the results of the analysis of the Civic Education textbook at school, it was found that “80% of textbooks contained knowledge material, and only 20% contained affective and psychomotor aspects” (Somantri, 2001). In line with that argument, Marzuki (2012: 41) states that there is a need for adaptation of character education in the textbooks used. The teacher has adapted by adding learning activities that can develop character.

Since the Ministry of Education and Culture implemented the 2013 curriculum, they published textbooks that were distributed free of charge to all students in Indonesia. It means that all students in Indonesia who live in the center of government, in the city, and also in the village, have the same standard of education. The textbooks try to meet the criteria of government that it should contain the national character in each chapter. "Textbooks are reference books to be used in school that contain learning material to increase faith and piety, character and personality, mastery of science and technology, sensitivity and aesthetic abilities, physical potential and health, compiled based on national education standards" (Ministry of Education and Culture Regulation Number 11/2005).

Regarding the relationship between civic education and character education described above, this study aims to analyze character values in the civic education textbook for VIII (eight) grade student, especially in the Bhinneka Tunggal Ika concept. Bhinneka Tunggal Ika or Unity in Diversity means that we are different kind but we are one, Indonesia. The differences make Indonesian people are vulnerable to social conflicts. Therefore, it is very important to understand and promote ways in which can contribute to building up of unity. From the concept, the Ministry of Education and Culture develops national character values through textbooks which are used as a source of learning.

The issue of character values in civic education textbook has received considerable attention in (Somantri, 2001) and (Komalasari & Saripudin, 2018). This research has focused on Character Values in Civic Education Textbook for Junior High School Student especially in the Bhinneka Tunggal Ika concept. This article only discusses Character Values in the Bhinneka Tunggal Ika concept.

## METHOD

### *Method*

This study used a qualitative descriptive method with content analysis to analyze character values in the civic education textbook for student VIII (eight) grade. Content analysis research is research to make conclusions that can be replicated from text (or other important material) in the context of its usage (Krippendorff, 2004: 18).

### *Participants*

The population in this research was all textbooks for students. The sampling technique using purposive sampling. The source is the textbook entitled "Pendidikan Pancasila dan Kewarganegaraan SMP/MTs kelas VIII", published by the Indonesian Ministry of Education and Culture in 2017 (revised edition). The part of the books analyzed is content character values in chapter 5 (five) entitled "Sumpah Pemuda dalam Bingkai Bhinneka Tunggal Ika". This is because it has been used as handbook students in the 2013 curriculum.

### *Data Collection Tools*

Data were collected by careful analysis and recording the character values in the textbooks. The instruments are the researcher.


### *Data Analysis*

Data analyzed using interactive analysis. The first is to conduct data reduction, summarizing the field report, noting data which relevant to the focus of the research. The second is to develop

systematic steps based on specific categories and classifications. The third is to make a table or a picture so the relationship among the data becomes clear and not separated-off. The fourth is comparing and analyzing the data in depth. The fifth is to present the findings, draw conclusions, and to write the implications of its implementation, as well as recommendations for further development (Fraenkel & Wallen, 2006).

## RESULTS AND DISCUSSION

The identity of the civic education textbook for VIII (eight) grade can be seen in the table below:

Table 1. Identity of the textbook	
Civic Education Handbook of Student	
Title	: “Pendidikan Pancasila dan Kewarganegaraan SMP/MTs kelas VIII – edisi revisi”
Writer	: Lukman Surya Saputra, Ida Rohayani, and Salikun
Publisher	: Kementrian Pendidikan dan Kebudayaan (Ministry of Education and Culture)
Place of Publication	: Jakarta, Indonesia
Year	: 2017
Font	: Minion Pro
Font Size	: 11 pt
Page Thickness	: 166 page
Number of Chapter	: 6 (six)
Cover	: 

This research focused on chapter 5 (five) entitled “Sumpah Pemuda dalam Bingkai Bhinneka Tunggal Ika”. The results show that character values contained in the subsections namely the introduction, contents, and closing section. The introduction consists of motivational sentence and image illustrations the purpose and also the scope of learning. Character values include motivational sentences such as "let's interpret the spirit of Sumpah Pemuda 1928”. That sentence contained a spirit of nationalism, love of the country, and tolerance character.

The core section consists of a description of subject matter, individual assignments, and group assignments. There are interesting things in this chapter. They are pictures of Sumpah Pemuda museum, the text of Sumpah Pemuda 1928, and also a picture of participants in the youth congress II. These images contain the character values of unity, hard work, tolerance,

responsibility, and peace of mind. Another thing that makes the student interested in studying this book is the embedded song created by Ibu Sud with the title "Tanah Airku" (my homeland). The textbook states that the song must be sung together in class. By sing together, students will feel happy and more excited. "Tanah Airku" song explains that even though we've traveled far to another country, we always remember our homeland, we're still proud of it. It contains the character love of the country.

Another character values that appear explicitly in this section are found on pages 111 – 113. The character includes a spirit of nationalism, love of the country, unity, being willing to sacrifice, prioritizing the interest of the nation, accepting and respecting the differences, spirit of brotherhood, increasing communal working/mutual assistance (gotong royong). The textbook also mentioned about the values that exist in Indonesian youth include potential, responsibility, rights, character, capacity, self-actualization, and ideas. In this section, character values integrated through the character education method. Syamsul Kurniawan (2014: 57) said the method that is usually practiced in schools is the lecture method, which is the delivery of learning material that has been presented in textbooks to students, training methods and assignments, in the textbooks presented in the form of individual tasks and assignments group. Of the various methods chosen and used in a variety of ways by considering the objectives and learning material, as well as the ability of teachers.

The closing section consists of reflection, competency test, affective assessment, and citizenship practice. From reflection activities, character values that found were curiosity and creativity. In the competency test section, fond reading and responsibility character is found. Religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, patriotism, integrity, friendly/communicative, is found on the affective assessment. In this section more emphasized character value of responsibility. Giving assignments to students is one strategy in increasing a student's sense of responsibility. Sofan Amri, et al (2011: 100) explained that increasing student responsibility is by giving assignments. Giving assignments not only instills the character of responsibility, but also the values of other characters accompany it, namely the value of togetherness and cooperation (gotong royong) (Rukiyati, et al., 2014: 222). In the civic education textbook, character values of responsibility have been developed through tasks presented in the form of reflection, competency tests, affective assessment, and citizenship practices.

Character values are presented in the material of each chapter explicitly. Based on the results, it's contained 18 (eighteen) national character values based on guidelines for developing cultural education and national character (Kemendiknas, 2010). Character content values can be seen in the table below:

**Table 2.** Content character value in the textbook chapter 5 (five)

Character Value	Part of the Textbook		
	Introduction	Contents	Closing
Religious	✓		✓
Honest			✓
Tolerance	✓	✓	✓
Discipline			✓
Hard Work			✓
Creative		✓	✓
Independent			✓
Democratic		✓	
Curiosity		✓	✓
Spirit of Nationalism	✓	✓	✓
Love of the Country	✓	✓	
Appreciate Achievement			✓
Friendly/ Communicative		✓	✓
Peace of Mind		✓	✓
Fond Reading	✓	✓	
Environmental Care			✓
Social Health		✓	
Responsibility		✓	✓

## CONCLUSIONS

In general, the content of character values is manifested explicitly in three parts, the introduction section, the core section, and the closing section. In the introduction consists of motivational sentences, image illustrations and the purpose and scope of learning, from this introductory part the contents of the character values developed are religious, socially caring, democratic, love of the country, curiosity, and hard work. The core section consists of a description of the subject matter, individual assignments, and group assignments, the values developed at the core are tolerance, honesty, discipline, creative, independent, the spirit of nationalism, love of the country, fond reading, caring for the environment, social health, and responsibility.

The textbook contains many character values following the purpose of civic education in the national curriculum. In practice, the teacher should optimize by giving a model or example through habituation activities, involving students in learning, and implement the values of character obtained in daily life.

## REFERENCES

- Amri, Sofan dkk. (2011). Implementasi Pendidikan Karakter dalam Pembelajaran. Jakarta: Prestasi Pustaka.
- Anggraini, P., & Kusniarti, T. (2016). The Implementation of Character Education Model Based on Empowerment Theatre for Primary School Students. *Journal of Education and Practice*, 7(1), 26–29. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1089767.pdf>

- Cullen, J., Bloemker, G., Wyatt, J., & Walsh, M. (2017). Teaching a Social and Emotional Learning Curriculum: Transformative Learning through the Parallel Process. *International Journal of Higher Education*, 6(6), 163. <https://doi.org/10.5430/ijhe.v6n6p163>
- Fraenkel, J.R., & Wallen, N.E. (2006). *How to Design and Evaluate in Research*. New York: The McGraw-Hill Companies, Inc.
- Hadi, R. (2015). The Integration of Character Values in the Teaching of Economics: A Case of Selected High Schools in Banjarmasin. *International Education Studies*, 8(7), 11–20. <https://doi.org/10.5539/ies.v8n7p11>
- Kemendikbud (Ministry of Education and Culture). (2017). *Pendidikan Pancasila dan Kewarganegaraan: SMP/MTs kelas VIII – Edisi Revisi*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Krippendorff, Klaus. (2004). *Content Analysis an Introduction to its Methodology*. London: International Education and Professional Publisher.
- Komalasari, K., & Saripudin, D. (2018). The influence of living values education-based civic education textbook on student's character formation. *International Journal of Instruction*, 11(1), 395–410. <https://doi.org/10.12973/iji.2018.11127a>
- Kurniawan, Syamsul. (2014). *Pendidikan karakter konsepsi & implementasinya secara terpadu di lingkungan keluarga, sekolah, perguruan tinggi, & masyarakat*. Yogyakarta: Ar-Ruzz Media.
- Lickona, T. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York, Toronto, London, Sydney, Aucland: Bantam Books.
- Marzuki. (2012). Pengintegrasian Pendidikan Karakter dalam Pembelajaran di Sekolah. *Jurnal Pendidikan Karakter*, (2), 33-44.
- Regulation of Indonesia Ministry of Education and Culture Number 11/2005 about national education standards.
- Rukiyati, et al. (2014). Penanaman Nilai Karakter dan Kerja Sama Terintegrasi dalam Perkuliahan Ilmu Pendidikan. *Jurnal Pendidikan Karakter*, (2), 213-224.
- Soemantri, N. (2001). *Menggagas Pembaharuan Pendidikan IPS (Promoting Social Studies Reform)*. Bandung: Remaja Rosdakarya.
- Wuryani, M. T., & Yaminah, S. (2018). Textbooks Thematic Based Character Education on Thematic Learning Primary School: An Influence. *International Journal of Educational Methodology*, 4(2), 75–81. <https://doi.org/10.12973/ijem.4.2.75>
- Zhou, X. (2019). The Phenomenon of Human Mind Slip in Rapid Writing Chinese Characters. *English Language Teaching*, 12(5), 66. <https://doi.org/10.5539/elt.v12n5p66>