

# Character Value-Based Textbook of Constitutional Law Course

Kurnisar

Pancasila and Civic Education  
Teacher Training and Education Faculty, Sriwijaya University  
South Sumatera, Indonesia  
kurnisar@fkip.unsri.ac.id

Camellia

Pancasila and Civic Education  
Teacher Training and Education Faculty, Sriwijaya University  
South Sumatera, Indonesia  
camellia@fkip.unsri.ac.id

Puspa Dianti

Pancasila and Civic Education  
Teacher Training and Education Faculty, Sriwijaya University  
South Sumatera, Indonesia  
puspadianti@fkip.unsri.ac.id

**Abstract**— The goal of this research was to develop a valid and practical character value-based constitutional law textbook at Pancasila and Civic Education (PPKn) Study Program and to find out the potential effect of the textbook in developing the students' character. Their character can then be used in daily life, in a community, in a nation, and in a state. The subjects of the research were college students taking constitutional law course in the odd semester in the academic year of 2019-2020 that was set by the random sampling technique. This research was developing research. The process of testing product validity through the material and language testing, indicating the validity of the textbook was done. Next, to improve product used, product testing with various steps such as one to one step, small group, and field evaluation was conducted, resulting in the fact that the textbook was practical to use.

**Keywords:** *textbook, constitutional law, character value-based*

## I. INTRODUCTION

Education is the most important area that should receive serious attention from the government. Through education, it is expected to form an individual who not only has the ability to work but also be able to show good character. It is also in line with the mandate under the Act of National Education System No. Year 2003 Article 3 as mentioned in the editorial team of Sinar Grafika [1] that: "National education functions to develop the ability and character as well as civilization of the nation's dignity in the context of the intellectual life of the nation, aiming at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens."

Furthermore, in line with the educational function, the Act of National Education System No. 20 Year 2003 Article 1, Paragraph 1 in the editorial team of Sinar Grafika [1] also states that: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so

that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills they, society, nation, and country need."

The description of the meaning, purpose, and function of the Indonesian national education as stipulated in the Education System No. 20 Year 2003 clearly states that the Indonesian national education is very concerned about three aspects of ability, namely cognitive, affective, and psychomotor-character values that are also highly preferred to achieve in national education. Besides, the government's attention to the formation of character can also be seen from the initiative to prioritize the development of the nation character as listed on the National Long-Term Development Plan of 2005-2025, in [2], which is: "The realization of national characters of tough, competitive, well-mannered, and highly-moral based on Pancasila indicated by nature and human behavior and Indonesian people who are diverse, faith, and fear of God Almighty, virtuous, tolerant, mutually-cooperative, patriotic, dynamically-developed, and science and technology-oriented."

Some of these references show that the character development is a major focus in the development of the nation today. Moreover, a number of cases show that citizens have a poor character.

Education, expected to solve the problems of these characters, has resulted in a lot of effort to make it happens. Learning in the classroom, which is the spearhead of education, is expected to implement character-based learning that can bring the character values within the individual. Realization of that character value-based learning must be supported by a lot of things. According to Gagne et al. as cited in [3], learning can be defined as a set of learning resources and procedures used to facilitate the learning process. In line with Gagne's view on learning, Dick et al. as cited [3] state that, "Learning is a set of events and activities designed systematically and holistically to assist the students in achieving the expected objectives or competencies."

One of the factors that can help to make character value-based learning is the availability of textbooks basing on the character values. According to the Hall-Quest in [4], the textbook is compiled recordings of racial thought to the purpose and instructional objectives. Further, it is also reinforced in the Ministerial Regulation No. 2 the Year 2008 Article 1, and it is stated that "The textbooks are reference books compulsory to use in primary and secondary education or higher education including learning materials in order to increase the faith, piety, good manner and personality, mastery of science and technology, increase of sensitivity and aesthetic ability, increase of kinesthetic ability and health based on national education standard."

Through this textbook, it was expected to help to achieve the instructional goals, which currently leads to the development of character values. The same thing is expected in the constitutional law course in PPKn UNSRI. Through this course, the students were expected to not only master the scientific field but also able to develop character values associated with this course. For example, through the study of constitutional law, the students can develop their character of being consistent, disciplined and honest.

The problem now is, however, the textbook used by the student in the learning process in the classroom just focus on scientific development not to lead to the character values development as mandated in the Ministry Regulation of National Education.

Based on the explanation above, it can be understood that the learning process needs textbooks that are able to integrate the character values in it. Therefore, researchers were aware to conduct research on "The Development of Character Value-based Constitutional Law Textbook".

## II. RESEARCH METHODS

This study was conducted at the Pancasila and Civic Education (PPKn) Study Program of Faculty of Teacher Training and Education (FKIP) of Sriwijaya University. This study was a research and development study referring to the R & D Cycle Borg and Gall [5]. Research development of this textbook will be done in several stages, namely:

- The preliminary study stage. At this stage, information on the students' condition taking the constitutional law course and learning resources needed was sought. In addition, researchers also conducted an analysis of some syllabus of constitutional law course in several universities used as the materials in materials development.
- Product/Textbook Development. At this stage, researchers developed the textbook, which was then validated by the linguists. Later at the same time, one to one evaluation was conducted.
- The last stage was product testing. This testing was conducted in two stages, namely a small group and field tests.

Then, specific data collection techniques were required so that the research process could run smoothly. In connection

with the data collection process, according to [6], "Data collection is systematic and standardized procedures to obtain data needed." There is always a relationship between the method of collecting data and the research problem to be solved. It can be seen that the data collection method becomes one of the main activities to be considered in a study. In this study, the methods of data collection used were documentation, questionnaire, and observation.

Data analysis techniques used in this research was quantitative descriptive data analysis. Quantitative descriptive analysis was used to analyze the questionnaire data and observations that have been converted obtained from several stages, i.e., preliminary studies, product validation, and product testing.

## III. RESULTS AND DISCUSSION

As described in the research methods section, there were three stages, namely the preliminary study, product development, and product testing stages. The results of the research were discussed in detail based on these stages.

### A. Preliminary studies

Research on this process was conducted by researchers who are trying to get initial information by analyzing the phenomenon and obstacles faced by the students in the involved in the constitutional law course. At this stage, researchers conducted observations and asked questions related to difficulties experienced by students taking the constitutional law course. Based on the observation during the learning process, the researchers noticed that there were many values application which could be integrated on constitutional law material, especially the values of discipline, honest, consistent, and others. The sources/books available, however, had not been up to include those values, which made the students only had an understanding of scientific fields alone. Furthermore, at this stage, the researchers also conducted a comparison among the content of the materials on the syllabus at several universities, including the University of Lampung, Yogyakarta State University, University of Indonesia, Indonesia University of Education, University of Syiah Aceh. Based on the analysis, the researchers concluded that there were no fundamental differences in the material contained in the syllabus of constitutional law course at the four universities; researchers yet organized the system prior to the material development.

### B. Product / Textbook Development Stage

At this stage, the researcher firstly designed the Semester Learning Plan (Rencana Pembelajaran Semester, RPS) containing the character values in it. After that, the research team developed the character value-based constitutional law textbook. Previously, couples of characters being integrated into the material were selected. The integrating process was conducted by researchers by adding pictures to make students able to take lessons from the pictures shown. Besides, the integration was also done by adding the cases, which were also helpful for the students to find the learning value. Next, after the preparation of the character value-based textbook, the textbook was still in the form of the prototype given to the

experts to be validated. The validation was done by two experts to see the content/materials and grammar. Based on the assessment sheet given by subject matter experts, textbooks were quite valid already, with a percentage of 79%.

Nevertheless, there were still some records related to the deepening of some materials. Next, the linguist also pointed out that the textbook compiled was also valid, with a percentage of 82% with some notes related to the grammar used. Along with the ratings by several students, one to one stage was also done. At this stage, five students taking constitutional law courses with different academic levels were asked to provide valuation through a questionnaire prepared. Based on the questionnaire data collected, at one to one stage, the percentage of 81% was obtained. It indicated that the textbooks were practical to use.

### *C. Product / Textbook Testing*

At this stage, researchers made improvements from experts' and students' suggestions at the previous stage. The first trial was conducted at the small group stage, at which researchers asked ten students to give judgment on the questionnaire against the textbook used in the learning process of constitutional law course. The percentage obtained was 84%, which was higher than that at one to one stage. During the learning process, the researchers also conducted observations of student participation. Student participation showed the percentage of 78%.

Furthermore, the last test was done to all the students taking a constitutional law course. Just like the previous stage, students were asked to assess the textbook used in the learning process. At this stage, the percentage obtained was 85%. For the assessment of student participation, the percentage obtained was 84%. Based on the results of questionnaires and observation, it could be concluded that there was an increase in percentage, indicating that the textbook had been developed for practical use.

Based on the assessment from the expert team at the validation stage, it could be understood that the preparation value-based textbook could be done by integrating the character values to achieve in part of the material. Moreover, the emphasis on the learning outcomes of the achievement of the values can also be added at the beginning prior to the material presented. Additional meaningful images would also assist in developing and instilling the values students themselves without merely focusing on scientific mastery as the learning objectives.

Students' understanding of the field of science and of the values integrated into the material had increased after the textbook development in the constitutional law course. This could be seen from the percentage of questionnaires that used to increase at the product trial stage, starting from the one to one stage, small groups, and field tests. In addition, based on observations at each stage, the participation of students who showed their interest in the learning process also increased. This was consistent with the opinion expressed by Hall-Quest

in Tarigan, which states that the textbook is a recording of racial thought compiled for instructional purposes and objectives [7]. Furthermore, it was also strengthened in Minister of National Education Regulation No. 2 Year 2008 Article 1 which is, "Textbooks are mandatory reference books for use in primary and secondary education or higher education institutions that contain learning material in the context of enhancing faith, piety, noble character, and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, enhancement of kinesthetic and health abilities compiled according to national education standards" [8].

In addition, the availability of value-based textbooks on constitutional law course had also helped the realization of a good learning process as stated by Gagne et al., as quoted by [3], that learning can be defined as, "A series of learning resources and procedures which is used to facilitate the learning process." In line with Gagne's view of learning, Dick et al., as quoted by [3], also states, "Learning as a series of events and activities that are designed systematically and holistically to help students achieve their goals or expected competencies."

## IV. CONCLUSION

Based on research data that has been described above, it can be concluded that the character value-based constitutional law textbook was determined as valid by the material and language experts. In addition, based on the results of the questionnaire and observations of the test phases, which were one to one, small group, and field test, it can also be concluded that the textbook was also practical to use. Therefore, the character value-based textbook of constitutional law course was eligible to use in the learning process.

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