

Course Book Analysis of “Islamic Studies and Character Based on the Curriculum 2013” for Grade X in the Perspective of Character Education of the National Education Standard

Muhammad Arfan Mu’ammam^{1*}, Muhammad Fazlurrahman Hadi¹

¹ Department of Islamic Education, University of Muhammadiyah Surabaya, Surabaya, Indonesia

*Corresponding author. Email: arfanmuammam@fai.um-surabaya.ac.id

ABSTRACT

This study is proposed to explore the feasibility aspect of a course book of Islamic studies and character based on curriculum 2013 in the perspective of Character Education of BSNP. Descriptive-evaluative research method is used in this research. Findings are gained in this study. First, from the feasibility aspect, overall material feasibility is considered appropriate but several parts need improvement. For example: in terms of material accuracy, several sources are invalid. Second, the feasibility aspect of the presentation as a whole is considered sufficient. However, several aspects related to the presentation need serious improvement. In the aspect of the feasibility of material presentation there are various findings need to be addressed, such as the presentation in the learning system aspect, independent learning system is mostly used and lack of collaborative learning implementation. This has an impact on students’ difficulty to work together. Third, from the aspect of language feasibility is good where in terms of writing skills, appropriate, correct, and polite Indonesian language standard is used. The Bahasa is politely used so there is no conflict with the norms in society, especially in character education applied in the Islamic education called Akhlakul Karimah (good attitudes).

Keywords: course book, curriculum 2013, Character Education

1. INTRODUCTION

Education is a structured and planned process to make a better person. For this reason, a strict effort in education from the government is needed. As the representation of the government, Indonesia’s education minister assists the educational process in this country. Recently, a lot of chaotic has occurred in education related to educators, curriculum, teaching materials and students.

Related to the problems in educational institutions, an aspect which needs an evaluation is curriculum. Curriculum in Indonesia has been changed several times. Beginning with the lesson plan of 1974, the educational plan of 1950, the educational plan of 1958, the educational plan of 1964, the curriculum of 1968, the curriculum of 1974, the curriculum of 1978, the curriculum 1984, the curriculum 1994, the curriculum 2004, and the curriculum 2013 [1]. One of the related aspects of the important curriculum to discuss is teaching materials/ course book. The curriculum and teaching materials/ course book such as two sides of a complementary coin. Course books are essential for the success of education because the learning process used teaching materials/ course books. It can be said that success or failure of educational products depends on the teaching

materials/ course books that used in learning process in the classroom [2].

Textbooks in the education process are still the most dominant source of learning in the classroom. The course book is the only reference book that is read by students and even most teachers. This at least shows problems and opportunities. The enormous dependence of students and teachers on textbooks is a fundamental weakness of national education. However, it can inspire experts in teaching materials to provide interesting tricks related to the development of material / textbooks. If it can be handled properly, this phenomenon can become a shortcut in improving the quality of Indonesian education [3].

There are two reasons why course books become a strategic alternative to reconstruct the broken education program. First, the quality of most teachers is inadequate. The reason for the lower teachers’ quality is the high number of under qualified teachers. Second, course book is the only reference book read by almost all students and teachers [4]. It becomes a very serious problem if learning resources that are usually used by students are not handled properly. In addition, as shown by the International Education achievement report in 1999, students’ reading interest in Indonesian schools occupies the last two of 39 countries surveyed. This would be worse if the minimum of students’ reading interest is exacerbated by the low quality of the only reading reference. Students may lose their interest in books. Therefore, the government continually tries to develop the supplementary materials in learning process including the curriculum. In the recent curriculum, the curriculum 2013 is completed with 2 guidebooks that are very useful in the learning process. These are teachers’ handbooks and

students' course books [5]. The Characteristics of Curriculum 2013 as follows:

- a. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, and cooperation with intellectual and psychomotor abilities.
- b. Schools are part of a community that provides a planned learning experience where learners apply what is learned in school to community and utilize the community as a learning resource.
- c. Develop attitudes, knowledge, and skills as well as apply them in various situations in schools and communities.
- d. Give sufficient time to develop attitudes, knowledge, and skills.
- e. Competence expresses in the form of core competencies of the class and details further in the subject's basic competencies.
- f. Core class competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies.
- g. Basic competencies are developed based on accumulative principles, reinforced and enriched between subjects and levels of education (horizontal and vertical organizations).

Curriculum 2013 aims to prepare Indonesian to have abilities to live as individuals and citizens who devout, productive, creative, innovative, and affective and be able to contribute to the life of society, nation, state, and civilization of the world.

In addition to the above problems, Indonesia is also experiencing a moral crisis due to the swift influence of globalization. Globalization is not only touched in big cities, but also remote areas already contaminated by globalization viruses. The development of information and technology in globalization era, as well as the level of community adoption of the foreign culture is easily accepted and adapted by societies today. The globalization era faced today offers a good value, and also bad value, such as: consumerism, free sex, drugs, impulse of human passions and forgetting the spiritual and spiritual life. This phenomenon causes a decline in character, frequent tribal conflicts, religion, race, and group interests. This is exacerbated by the increasing complex issues of life, the decreasing of social sensitivity in society and the growing individualism [6].

Today's society, especially adolescents, has a habit of following the trend of lifestyle development, fashion, speech style, interaction modes in lined with development of science and technology, and popular foreign culture. This has an impact on the decreasing interest of young people in doing positive things and increasing juvenile delinquency, which is manifested in the form of promiscuity, drug use, alcoholism, and gambling.

As responses to the above phenomenon, education must play an important role in counteracting the moral decadence of the nation, in order to prepare better future for young people. In the national education system, the constitutions have mandated that educational goals be directed to learners to be human beings of faith and cautious, having a good attitude, mental and psychical health, smart, creative and

skillful, independence, and become democratic and responsible citizens.

Character education is part of values education taught since school. Because in the future, schools are responsible not only for having smart students in science and technology but also have good characteristics and personality as required in national education goals [7].

As a country with Moslem as the majority of the population, the holy Qur'an uses as an inspiration in the process of nation character building. As a holy book, the Qur'an is loaded with highly relevant concepts and moral values to serve as the main reference in fostering the character of society, especially the young generation. This is very reasonable because Qur'an has proven the successful of character changing of the Arabs which previously have various forms of deviation. Since the presence of the Qur'an for Arabic society, there is a cultural transformation from the ignorant society to a civilized society.

From this research background, the researcher interests to study the level of feasibility of the course book for Islamic education and attitudes curriculum 2013 for grade X in the perspective of the National Education Standards in terms of character education.

2. RESEARCH METHODS

A descriptive-evaluative research is used in this research. Descriptive-evaluative research is a research method which describes and interprets real objects. According to Best in Darmadi, descriptive research is a description of observed symptoms not only in the form of numbers but also words and sentences [8].

This research tries to report a studied object in the real/field situation by describing the quality the course book of Islamic Religious and Character Education based on Curriculum 2013 for students in grade X of senior high school and vocational high school.

Moreover, evaluative research method is also used in this research. According to Sukmadinata [9], evaluative research is a design and evaluation procedures in collecting and analyzing data in systematically to determine the value or benefits of an educational practice. In addition, Sukmadinata states that the scope of evaluative research in education covers a wide issue, including textbooks. The standards used to assess the quality of the book are the criteria for textbooks assessment based on the national education standards.

The objects of this research are the feasibility of material or content, presentation, language/words and academic presentations certainly the book of Islamic and character education based on curriculum 2013 for students in grade X of Islamic senior high school and vocational high school.

Data used in this research are in form of words and sentences contained in the course book. Source of the data is the course book of Islamic and character education based on curriculum 2013 for grade X of Islamic senior high school and vocational high school published by the ministry of religious affairs of the republic of Indonesia.

The source of the data in this research is divided into two parts, primary data and secondary data. Primary data source is the main reference used in this research. It is the course

book of Islamic and character education based on curriculum 2013 for grade X of Islamic senior high school and vocational high school. Secondary data is complementary data obtained from various books related to this research.

3. RESULTS AND DISCUSSION

In the course book of Islamic and character education based on curriculum 2013 for grade X, several improvements in terms of completeness of book content in the discussion part based on the national education standards. The aspects of materials are related to:

3.1. Material completeness

The whole aspect of the material is sufficient but several items need more detailed explanation in each chapter discussed in the course book. For example, in chapter I, the topic is about "I always close to Allah". In this topic, it is needed to discuss the term "believe in Allah" through *al-asma'ul al-husna*, then in the discussion of *al-asma'ul al-husna* which is described only 7 (seven) *al-asma'ul al-husna*, the word used in this context should be clarified from "belief in Allah through *al-asma'ul al-husna*" to "believe in Allah through several *al-asma'ul al-husna*". The researcher believes that clarifying the meaning is needed because it will eliminate confusion in the discussion. As we know that the level of Islamic understanding of students in grade X of Islamic senior high school and vocational high school is still not so perfect.

For this reason, if used a less clear sentence, the children/ the students will have a miss understanding and assumption that *al-asma'ul al-husna* only consists of 7 (Seven) items whereas the correct understanding of the number of *al-asma'ul al-husna* is 99 items.

Besides, valuable messages are delivered through topics about the story of the Prophets. In this book, the story of Prophet Ibrahim looking for Allah is presented. However, the researcher assumes that stories, such as the story of Ibrahim, are widely printed by various printing and publishers of books without knowing whether the stories are valid or only a mere article and many such writings are already available everywhere. Therefore, the researcher believes that valid references or sources of the stories are needed so readers can retell the story to other people without anxiety or fear of being invalid. Moreover, this book is also intended for educational institutions so the accuracy of the data should be really emphasized or noticed.

In chapter II, several parts need to be corrected related to the completeness material of the theme "Moslem dressed and *Muslimah* as the model of personality and self-beauty". In this theme, there are less explanation in several sub-topics, for example, the explanation about definition of *aurat* is still in surface because its explanation does not include the verses of the Qur'an and Hadiths related to the boundaries of male and female *aurat*. In addition, between the theme and discussion there is topic needed to be discussed so the theme and discussion can be synchronized.

Moreover, there is no discussion about Moslem dressed pattern.

In addition, an explanation about applying valuable characteristics associated with the practice of dressing pattern according to Islamic law such as:

- a. Courtesy and hospitality
- b. Honesty and trustworthy
- c. Worship diligently
- d. Helping others

Examples of the application of dressing pattern according to Islamic law should be replaced by:

- a. Applying Moslem dress pattern in school
- b. Applying Moslem dress pattern in society
- c. Applying Moslem dress pattern in the house

In the discussion in chapter III about maintain honesty as a mirror of life. There are some verses that are less synchronized with the theme. Verses about honesty should be used as the references but, in this chapter, the verse about the meaning of justice is used. Moreover, still, several stories are not given clear references.

3.2. Material accuracy

Most material is accurate because the data used directly refers to the Qur'an and hadith and only a few improvements are needed. It is related to the learning steps used in teaching the topic "Noble Messages" which contains history, for example, the story of Prophet Ibrahim looking for a God, need a clear reference so the history presented in the book can be more accurate and accountable.

The materials in this course book is also widely applied in social life, as in chapter 2, there is materials about Moslem dress as a symbol of personality and self-beauty. Here, it can be concluded that the material used in this course book is accurate because the materials is explained in accordance with Islamic *shari'a* (law).

3.3. Material supporting activity

In terms of activities supporting the material, the course book of Islamic Education and Characters in Curriculum 2013 for grade X has many activities for learners during the learning process, as described by the researcher. In each topic, there are supporting activities provided for learners to help them understand the materials taught by teachers. For example, in the first meeting, before starting the learning process, students are given an activity called "Open the Heart". This activity aims to stimulate learners to know the description of the materials. In this activity, learners are asked to think about matters relating to the activity "open the heart" taught by the teacher. This is called "activity I". After finishing the activity and before starting the materials, students are given another activity called "criticizing around us". This activity is purposed to analyze the problems that exist in community and students are expected to provide suggestions or solutions to the existing problems. This activity is called "activity II".

When the initial activity is considered sufficient and students are ready to receive the main materials, the learning

is beginning. The supporting activities are inserted in every meeting or topic/material to evaluate the students understanding of the material provided. Meanwhile, the last activities are evaluation and reflection. Based on this supporting activity design for students, the researcher concludes that the material supporting activities have been very adequate because the activities are inserted in each material to help students understand the material better.

3.4. Material update

Regarding to the material update, the researcher states that the material is good. It is because all the material used related to the livelihood of the people or, in other words, this material is needed by people to survive in the world and in the hereafter. The materials used are: "I always close to Allah", "Moslem dressing pattern as a symbol of personality and beauty", "honesty as a symbol of personality", "Qur'an and Hadith are the guidelines of my life", "Imitating the struggle of Rasulullah in Mecca", "Living with glory", "Angels always with me", "Love, obey and respect to parents and teachers", "manage *waqf* with *Amanah* (respectful), "Imitating the struggle of *da'wah* done by Rasulullah in Medina", "The pleasure of knowledge seeking and the beautiful of knowledge sharing", "Maintaining human dignity by staying away from promiscuity and adultery".

3.5. Material improving students' competency

In improving the competence of students, it should include at least three aspects (cognitive, affective, and psychomotor). Material appropriate for Cognitive domain is determined based on attitudes related to intellectual aspects, such as knowledge, understanding, and thinking skills. Thus, the type of material suitable for the cognitive domain is facts, concepts, principles and procedures.

Meanwhile, the appropriate learning materials for affective domain is determined based on attitudes related to feelings and emotions aspects, such as interests, attitudes, appreciation, and adaptation. Thus, the types of material suitable for the affective domain include feeling and appreciation, such as giving response, acceptance, internalization, and judgment.

Learning materials appropriate for psychomotor domain are determined based on attitudes related to aspects of motor skills. Thus, the type of material suitable for the psychomotor domain consists of early, semi-routine, and routine movements. For example: handwriting, typing, swimming, operating computer or machine, and performing prayers.

Regarding to the three domains mentioned above in this book has included these three domains. For example, to improve the cognitive aspects of learners, many materials with accurate sources present in this book so the knowledge of learners can develop well. Meanwhile, related to the affective aspect, in this book many activities that demand students' direct response toward phenomena exist in community and in themselves which is certainly related to the material given. Therefore, the level of students'

affective aspect can also be trained well too. The last, materials related to psychomotor domain relates to daily life. In this book at the end of the material discussion always includes materials about things that should be done by students in the school, home, and community. This is called as "Applying the Noble Attitudes".

Therefore, the level of materials practice taught by teacher will always be remembered by students and not necessarily forgotten. In addition, the suitability of materials with the development of children must be considered. In this book, the suitability of the materials with the development of children or learners is very good because the material used is still in an easy level and the discussion has not been so detailed. Therefore, the materials used can be practiced in daily life, such as "Moslem dressed pattern as the symbol of personality and beauty", "Honesty as a symbol of personality" and so on. So, this is appropriate for students in high school or vocational level who start doing religious aspects in daily life.

3.6. Materials develop thinking skills

Exercises in this book can be used to develop students' potentials. In each topic/material presents exercises/activities to develop students' thinking skills as the researcher has described before. Moreover, students are asked to understand the material in the book and look for data or material from other books/references. So, students have skills to understand the whole materials and they will get comprehension understanding of the materials. As mentioned before, there is also an activity called "Applying good attitudes" in which by practicing this activity students' good characters will be permanently created and it will not be faded by times.

3.7. Materials stimulate students' curiosity

Several activities in this book designed for students to stimulate students to find out information related to the themes taught from books or in daily life. For example: the topic of "Honesty as a reflection of life", in the evaluation steps, students are told to look for negative impacts of lies. In this exercise, students will be stimulated to find out about the consequences of being lie.

Regarding to the material feasibility viewed from character education perspective, guidelines of instruments used for character assessments constructed based on an empirical study of curriculum center taken from religion, *Pancasila*, culture and national education objectives as follows: (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard working, (6) creativity, (7) independence, (8) democratic, (9) curiosity, (10) spirit of nationality, (11) Patriotism or national pride, (12) achievement appreciation, (13) friendly/communicative, (14) love of Peace, (15) Reading Fond, (16) Environment interest, (17) Social interest, and (18) Responsibility [10].

4. CONCLUSION

From the result and discussion, it can be concluded that: First, the aspect of the overall material feasibility is considered good but improvements are needed, such as the problem related to the accuracy of the material references. Second, the overall presentation eligibility aspect is considered sufficient, but in some parts need serious improvement. In the aspect of the book presentation feasibility, various findings need to be addressed, such as the presentation in the learning system aspect, independent learning system is mostly used and lack of collaborative learning implementation. This has an impact on students' difficulty to work together. Third, from Third, of the aspect of language feasibility is good where in terms of writing skills, appropriate, correct, and polite Indonesian language standard is used. The Bahasa is politely used so there is no conflict with the norms in society, especially in character education applied in the Islamic education called *Akhlakul Karimah* (good attitudes).

REFERENCES

- [1] Gunawan, Pendidikan Karakter Konsep dan Implementasi. Bandung: Alfabeta, 2015.
- [2] Majid, Pendidikan Karakter Perspektif Islam. Bandung: PT. Remaja Rosdakarya, 2016.
- [3] Ahmadi, Metodik Khusus Pendidikan Agama. Bandung: Armico, 2016.
- [4] Muslich, Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional. Jakarta: Bumi Aksara, 2014.
- [5] R. Megawangi, "Pendidikan Karakter (Solusi yang Tepat untuk Membangun Bangsa)," Jakarta Indones. Herritage Found., p. 38, 2004.
- [6] Jalaluddin, Filasafat Pendidikan Islam Konsep dan Perkembangan Pemikirannya. Jakarta: PT. Raja Grafindo, 2017.
- [7] Sanjaya, Kurikulum dan Pembelajaran. Jakarta: Kencana Prenada Media Group, 2018.
- [8] Darmadi, Metode Penelitian Pendidikan. Bandung: Alfabeta, 2011.
- [9] Sukmadinata, Metode Penelitian Pendidikan. Bandung: Rosdakarya, 2008.
- [10] Samani, Konsep dan Model Pendidikan Karakter. Bandung: PT Remaja Rosdakarya, 2012.