

The Content of Character Values in the First-Grade Elementary School Student Books on the Theme of Me

Muhammad Sobri¹, Nursaptini^{2,*}, Setiani Novitasari³, Arif Widodo⁴, Ashar Pajarungi Anar⁵

^{1,2,3,4,5} Universitas Mataram, Indonesia

*Corresponding author. Email: nursaptini@unram.ac.id

ABSTRACT

This study aims to describe the character values contained in the books of grade I elementary school students with the theme "me". This research is a content analysis research conducted in six stages, namely: data collection; sample determination; data recording; reduction; drawing conclusions; and describe the research results. The source of data in this study is the 2013 revised edition of the 2013 Curriculum Textbook for Primary Schools published by the Ministry of Education and Culture which consists of one theme with four sub-themes. As the object of research is the content of character values contained in the textbooks of grade I elementary school students with the theme myself. The results showed that (1) each sub-theme contained a variable number of character values and the distribution was not evenly distributed; (2) there are eight character values developed in the Book of Class I Elementary School with the Self Theme, namely tolerance, independence, discipline, religion, responsibility, confidence, courtesy, and care; (3) the technique of presenting character values uses songs, stories, dramas, and pictures to bring out the character values. The advice given to other researchers is to examine the character content in other textbooks so that character values can be identified to be developed following the goals of national education.

Keywords: *Textbook, Elementary School, Character Values*

1. INTRODUCTION

Textbooks on the 2013 Curriculum as a form of description of the 2013 Curriculum are effective media in developing student character. In the regulation of the minister of national education number 2 of 2008 concerning textbooks in article 1 paragraph 3 it is explained that basic, secondary, and tertiary education textbooks, hereinafter referred to as textbooks, are mandatory reference books used in primary and secondary education units or colleges contains subject matter in the context of increasing faith, devotion to noble morals and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, increasing kinetic and health abilities which are compiled based on national education standards. Taking into account the contents of the Regulation of the Minister of National Education, the function of textbooks is basically not only about the subject matter. Textbooks are also a medium for character development in students. Therefore, textbooks can deliver competent students with

knowledge that is balanced with good personalities and noble characters.

Regulation of the Minister of Education and Culture No. 21 (2016) Concerning Basic and Secondary Education Content Standards explains that the character that must be embedded in students at the basic education level is in the competence of spiritual attitudes and competence in social attitudes. These character values are religious, honest, disciplined, polite, confident, caring, and responsible. These character values can be instilled in a school environment that involves teachers and collaborates with parents [1]. Cultivating character values can be done through learning activities. In learning activities, textbooks can be used as a learning resource for students.

The textbooks used in the 2013 Curriculum are printed textbooks consisting of teacher handbooks and student handbooks. The teacher book covers the same activities as the student book, but with a different component. In general, the teacher's book contains details of the activities to be carried out and what materials need

to be prepared in implementing learning. In this case, the student handbook is a learning guide for students in following the learning process in elementary schools. The student book is equipped with a variety of interesting pictures, fun games, folk songs, short stories, simple learning materials adapted to education levels, and interesting and challenging worksheets. Regulation of the Minister of Education and Culture Number 8 of 2016 concerning books explains that material descriptions must be able to develop students' knowledge, skills, and positive attitudes. These three aspects must be developed in student textbooks so that learning objectives can be maximally achieved.

Textbooks are often read by students, so that textbooks can affect student development, including their character. Therefore, textbooks can be said to be a medium and strategic learning resource for student character development. Books can influence the development of students' interests, social attitudes, emotions, and cognition. Textbooks that contain positive things, including good character, will participate in influencing development in a positive direction in students [2].

To realize good student behavior, character values are required. as Rawana, Franks, Brownlee, Rawana, & Neckoway [3] stated, "Character education programs have gained increasing interest in the past decade and are designed to produce students who are thoughtful, ethical, morally responsible, community-oriented, and self-disciplined." The good behavior referred to is in the form of a personality that is wise, ethical, moral, responsible, which is community-oriented, and self-disciplined.

Furthermore, Lickona emphasized that "Character is having the right stuff" [4]. Character consists of virtue values that are used as guidelines for behavior. Character as a personality that is formed from virtue can be used as a basis for thinking, behaving, and acting. If virtue is used in any way, then action will not violate any prevailing norms or rules. Conversely, deviation of virtue will lead to actions that tend to break the rules so as to lead to an orderly and uncontrolled life.

Character values can form a whole human being. This is because the character value is a counterweight to the knowledge a student has. Character values can be an effort in holistic human character formation, namely the development of optimal physical, emotional, social, creative, and intellectual aspects [5]. With the hope that the character value of students can take advantage of the knowledge, they have to do things that are positive.

2. METHOD

This research is a content analysis research that consists of six steps, namely data collection, sampling, recording, reduction, drawing conclusions, and describing findings. The textbooks analyzed were the

Curriculum 2013 textbooks for grade I primary school students, the revised 2017 edition published by the Ministry of Education and Culture.

In this study, the data source was the 2013 curriculum textbook for grade 1 elementary school students published by the ministry of education and culture. The book contains the theme "myself" which consists of four sub-themes, namely "Me and New Friends", "My Body", "I Care for My Body", and "I'm Special". The object of this research is the content of character values contained in the textbooks of grade I elementary school students on the theme "Myself".

The data in this study used careful analysis and recording of all text or content contained in the 2013 curriculum textbooks which became the guide for grade 1 elementary school students with the theme myself. In this study, the main instrument is the human instrument, namely the researcher himself.

This study uses validity and reliability in determining the validity of the data. This study using the semantic validity test. This validation is done to determine the suitability between the meaning of the text and the selected context. The suitability of the meaning of the text in question is the character values found in the textbook for grade I of Elementary School on the theme "Myself". Meanwhile, the selected context is character values in accordance with the Regulation of the Minister of Education and Culture Number 64 of 2013 concerning Content Standards for Primary and Secondary Education. These character values consist of being religious, honest, disciplined, responsible, polite, caring, and confident [6].

In this study, reliability checks were also carried out. There are two types of reliability tests, namely stability reliability and replicability reliability. Stability reliability testing is done by reading the data collected repeatedly so that the data can be understood completely and clearly. Thus, consistent data can be obtained regarding the content of character values in the first-grade textbooks of Elementary Schools. While the reliability of replicability is done by analyzing documents through discussion and confirmation conducted with two colleagues, to be able to provide input related to the results of the analysis so that the data obtained becomes more objective.

3. RESULT AND DISCUSSION

The Book of Class I Elementary School Students with the Theme of Myself, the Revised Edition of 2017, published by the Ministry of Education and Culture, which analyzed the character value content, consists of four sub-themes. The four sub-themes are the sub-theme of me and new friends, my body, I care for my body, and I am special. Each sub-theme consists of learning one to learning six. My new friend and I sub-theme are 36 pages, my body sub-theme is 35 pages, my body sub-theme is 41 pages, and my special sub-theme is 31 pages.

The number of pages of the book for grade I elementary school students with the theme of myself is 146 pages. Each sub-theme consists of learning one to learning six. Each sub-theme has a focus on character value development. The character content of each sub-theme that is the focus of development will be carefully studied and observed.

Based on the results of the data analysis, it was found that in the Class I Primary School Student Book, the Revised Edition of the 2017 Ministry of Education and Culture, there were eight-character values developed, namely tolerance, independence, discipline, religion, responsibility, confidence, courtesy, and care. The value of these characters is illustrated in the figure 1.

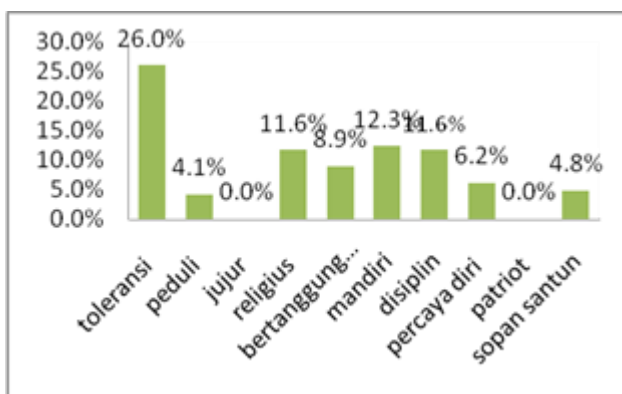


Figure 1. Contents of Character Values in the Book of Class I Elementary School Themes Myself

The picture above shows that in the Class I Elementary School Student Book, Themes of Myself, the value of tolerance character appears the most compared to other character values followed by the values of independent character, religion, discipline, responsibility, self-confidence, courtesy, caring manners. There are two character values that do not appear, namely honest and patriot character values. These two characters are very important to instill in students, especially in the current era where many cases of corruption, collusion, and nepotism are rampant due to the lack of honest values possessed by individuals.

The tolerance character values appeared 38 times or as much as 26%. The most tolerance character values appear in the sub-theme of me and new friends. Tolerance is very important to instill in students because the Indonesian nation is known to be pluralistic or diverse in terms of ethnicity, language, race, and religion. The teacher has the responsibility to create a learning atmosphere that can create a character of tolerance in students, especially through the textbooks used.

The results of the study explained that the reality of the tolerance and social care shown by students was marked by the opinions of others being valued; make friends with anyone regardless of ethnicity, race, and

religion; always be tolerant of each other; emotions are well controlled; does not make fun of peers; designing and conducting all kinds of social activities; respect school members including school officials; help each other; if there is a sick friend visited; and go mourning when a friend's parents die. The process of fostering tolerance and social care for students is carried out through classroom learning, extracurricular activities, and habituation in the school environment, including the use of textbooks that are integrated with character values [7].

The results of the research above were confirmed by Maksum [8] who stated that to form tolerant students can be done through educational curricula and examples of daily life. Whereas through the curriculum the value of tolerance character can be integrated through subject matter, while exemplary is an example of tolerant behavior given by teachers in everyday life. Students can indirectly imitate the models, styles, characters, thoughts, and attitudes of the exemplary examples of teachers and all school members.

The second character value that appears in the Revised Edition of the 2017 Revised Edition of the Year I Elementary School Student Book is independent. The independent character value appears 18 times or 12.3%. Independent character is one of the important goals in the learning process. This statement is in accordance with the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning the strengthening of character education which states that in order to create a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independent, democratic, curiosity. , the spirit of nationality, love of the motherland, respect for achievement, communicative, peace-loving likes to read, cares for the environment, cares for socially, and is responsible

Toha (1996) explains as quoted by Sundayana [9] that there are eight characteristics of independence, namely: 1) able to think critically, creatively, and innovatively; 2) not easily influenced by the opinions of others; 3) always solve the problems at hand; 4) have the ability to think deeply every time they solve the problem at hand; 5) independently in overcoming the problems at hand; 6) confident even though they appear different from other people; 7) work diligently and with full discipline; 8) and have a sense of responsibility for every action taken. Independent is one of the important characters possessed by students because it can affect their learning outcomes [10]. Learning outcomes are interpreted as changes that occur in students, including aspects of knowledge, attitudes, and skills. So thus, learning outcomes can be said to be successful if there are changes in the students themselves.

The third character value that appears in the Revised Edition of the 2017 Revised Edition of the Year I

Elementary School Student Book is discipline. Discipline character values appeared 17 times or 11.6%. The proper formation of disciplinary character can result in forming good attitudes and behaviors in students. This is because students can behave in accordance with the values and norms that apply in their social environment so that the existence of these students can be well accepted by their environment. Therefore, the character of discipline plays an important role in the development of students so that they can live happily and adapt well in a social environment including school. To achieve this state, discipline needs to be instilled from the beginning of student life through integration in textbooks.

The formation of disciplined character in schools can be pursued through school policy, namely through homework

4. CONCLUSION

Based on the data analysis, it can be concluded that (1) each sub-theme contains a load of character values with varying amounts and the distribution is not evenly distributed; (2) there are eight character values developed in the Book of Class I Elementary School with the Self Theme, namely tolerance, independence, discipline, religion, responsibility, confidence, courtesy, and care; (3) the technique of presenting character values uses songs, stories, dramas and pictures to bring out the character values.

The researcher provides suggestions for the next researcher to analyze the content of character values on other themes so that the character values developed can be identified clearly and are in accordance with the objectives of national education. This is very important to do to ensure that other textbooks contain character values which are the mandate of the law which is implemented through the 2013 curriculum.

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