



Responsible and Independent Character Content in Indonesian Textbooks Grade XI Curriculum 2013

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Abstract. Character values in the scope of education continue to strive for character content to be applied in schools both during learning and in students' daily lives. Character education can be contained through books that become students' handbooks. The currently circulating textbooks are expected to integrate character values in line with educational goals. Character values are a measure of good and bad that underlie the thoughts, attitudes, and behaviors that guide human behavior about the best way of life. The character values of responsibility and independence are almost widely found in Indonesian textbooks especially Vocational High School grade XI. This study aims to examine the content of responsibility and independent character contained in the Indonesian textbook grade XI Curriculum 2013, and the implementation of character content in the Indonesian textbook grade XI Curriculum 2013 towards strengthening students' character. This research uses a qualitative descriptive research. The data used in this study are Indonesian textbooks grade XI Curriculum 2013. The data collection technique in this study is a documentation study technique. The data analysis technique in this study is a content analysis technique. The results showed the content of the character of responsibility and independence contained in the Indonesian textbook grade XI Curriculum 2013. There are 20 data. Texts containing responsibility and independent characters are introductory texts, short story texts, biographical texts, and review texts. The text of the short story contains at most the characters of hard work. Literary texts are texts that have a lot of hard work characters. The character is very important to integrate because it will make students have good moral qualities.

Keywords: Character Content · Responsibility · Independent

1 Introduction

The content of character education continues to be carried out in the scope of education as an effort to improve the character of students. The determination of character, which is an effort to realize the mandate of Pancasila and the Preamble of the 1945 Constitution, is motivated by the reality of current problems due to the effects of globalization which results in various problems in the world, such as the decline of cultural values and national morals, which affects the fading of national identity [1]. In this case, the

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government has issued a policy that should be appreciated, namely the implementation of character education. In addition, the Ministry of Education and Culture also issued regulation Number 21 of 2015 concerning the Character Development Movement program in schools. In this case, the school has an important role to carry out character education during the learning process inside and outside the classroom. This indicates that character education needs to be realized as an effort to create a generation that is not only smart, but also has good moral qualities. If the nation's generation has a good personality and morals, then the future of the nation will be bright and avoid destruction. Character education should basically refer to the vision and mission of the institution concerned. It shows the orientation of the two things in the character of the students are: aspects of human character and individual learners hallmark institution. Character education basically refers to the vision and mission of the institution in question. It shows two things in the character of the student is the learner and the institution in question (school). Character education needs to be realized as an effort to create a generation that is not only smart, but also has good moral qualities. Character education must be the main component in the success of students who have integrity. Character values can be instilled or applied through textbooks as student learning materials, therefore the absorption of character education knowledge can be learned properly and appropriately. Please note that textbooks are not just a source of reading, but must contain other important aspects, namely knowledge, skills, and also character values.

Textbooks do not only contain learning materials, but must contain character values. Textbooks are not just a source of reading, but must contain other important aspects, namely knowledge, skills, and also character values [2]. Textbooks are mandatory reference books for use in primary and secondary education units or universities that contain subject matter in order to increase faith, piety, noble character, and personality, use of science and technology, increase sensitivity and aesthetic ability, increase kinesic and health abilities compiled based on national standards of education. So, in the preparation of textbooks, lessons should not be arbitrary because it can affect the mindset and character. Textbooks can influence the development of learners' interests, social attitudes, emotions, and reasoning. As Cunningsworth [3] said that textbooks as one of the resources to achieve the general and specific goals of learning. This means textbooks as one of the essential components that provide direction and guidance to achieve goals. States that there is a need for adaptation of character education in textbooks that will be used by teachers in the learning process. While [4] in his research, he said that textbooks are standard books that contain texts or teaching materials from the field of study used by educational bodies to obtain degree or certificates. The existence of textbooks is part of a system that cannot be eliminated in learning. If one system is not presented, it will interfere with the smooth running of the other system. Therefore, a learning planning system must be equipped to support the smooth learning process. Textbooks are still regarded as the most important teaching material. Books will affect the development of interests, social attitudes, emotions, and good character will also affect the development of positive directions in students.

The adaptation that is most likely to be carried out by the teacher is by adding learning activities that can at the same time develop character. Some forms of character values

can be taken in a textbook Indonesian that is, a responsible and independent character. Thus, the currently circulating textbooks are expected to integrate character values that are in line with educational goals. Character values are a measure of good and bad that underlie the thoughts, attitudes, and behaviors that guide human behavior about the best way of life. The content of the character is as follows: 1.) Responsibility, namely the attitude and behavior of a person in carrying out his duties and obligations, both related to oneself, social, society, nation, state, and religion. According to [5]. Character education responsibility is a task or obligation to perform or complete a task with full satisfaction (which is given by a person or one's own commitment and must be fulfilled by someone) and has consequences in the form of rewards and punishments for a success or failure in educating children so that they have responsibilities and one way is to give children tasks. The implementation of character education can shape the character of student responsibility which is carried out holistically and integrated in learning activities by covering all aspects of students. Independence and responsibility need to be instilled in students to be able to be confident in making decisions, initiative, critical, try to do routine tasks themselves, not give up easily, try to get satisfaction from their efforts, and be able to overcome the obstacles they face [6]. 2.) Independent, which is an attitude and behavior that does not depend on others in solving various tasks and problems. But this does not mean that you should not work collaboratively, but rather that you should not throw tasks and responsibilities to others. a large dictionary Indonesian defines self-reliance as a state of being able to stand alone; does not depend on others. When connected with the influence on self-education, it is also a strong character in completing a job in learning. In [7] deducing Independent character in a student in learning has a high relationship or influence on the acquisition of learning outcomes.

One of the real manifestations of the government in the success of character education is by publishing textbooks that are in accordance with the 2013 Curriculum [8]. This textbook has sought to meet the criteria of a government-mandated textbook, which is to contain national character values that must be instilled in learners by adjusting the subject matter in each chapter. 2013 curriculum student book as a form of learning activity guide make students master certain competencies easier [9]. The textbooks circulating today still lack the content of character values and even present inappropriate language for students. So, in compiling and choosing textbooks, it is necessary to pay close attention to it so that the reading material given to students is also of positive value. Based on the problems that occurred, researchers felt it was very necessary to analyze the character values contained in textbooks [10]. The textbook to be investigated in this research is the Indonesian book Grade XI Curriculum 2013. The book was chosen with the consideration that the age range of teenagers in grade XI is the time when they are looking for their identity. At that time, students are very easily provoked and carried away by the surrounding environment. Thus, the circulating textbooks are expected to integrate character values that are in line with educational goals. The analysis of character values in this study is guided by Strengthening Education Character and the Ministry of Education and Culture.

Some of the research relevant to this research will be presented as follows:

[11] researched "Content of Character Education in English Sentences". This journal examines English subjects that can be used to instill character values in learners. The

similarity of Akhmad's research with this research is that it uses character education studies as material for his analysis. The difference lies in the object. Akhmad analyzed English sentences, this study analyzed textbooks of high school students.

[11] examined "Content of Values in Student Books of Indonesian Subjects Curriculum 2013 for Junior High School Grade VII". Dwiframono discussed the form of values contained in the 2013 curriculum student book for Indonesian language subjects in Junior High School grade VII in terms of 4 religious and social attitudes. The similarity of Dwiframono's research with this research is to use student textbooks as the object. The difference lies in the study of the theory. Dwiframono analyzed the content of values from a religious and social point of view, this study used the content of hard work and honesty.

Investigated "Character Values in Kemuhmadiyah Textbooks of Senior High School or Vocational High School Grade X, XI, XII Published by the Muhammadiyah Regional Leadership Primary and Secondary Education Council of the Yogyakarta Special Region".

Fitria's research discusses the character values contained in the kemuhmadiyah textbook for high school equivalents. Fitria's research similarity with this research is to examine the textbooks of high school students. The difference lies in the study of the theory.

[12] discussed Character Education Values in Indonesian Teaching Materials for Junior High School Class IX Published by Erlangga". This research presents the results of character education values contained in the Indonesian teaching material book for junior high school grade IX published by Erlangga including: 1) religious, 2) honest, 3) discipline, 4) hard work, 5) creative, 6) independent, 7) democratic, 8) curiosity, 9) national spirit, 10) love of the homeland, 11) respect for achievements, 12) friendly or communicative, 13) loves to read, 14) cares for the environment, 15) cares socially, and 16) responsibility.

[13] conducted the study "Good Character Of School: Positive Classroom Behavior Mediates The Link Between Character Strengths and School Achievement" or "Good Character in School: Positive Mediates Class Behavior The relationship between Character Strength and School Achievement". This journal examines the relationship between character strength and student achievement. The results of the study showed that two classes with students behaved positively such as perseverance in learning, enthusiasm, social care, and responsibility, of the two classes students excelled. The similarity of this study to Ruch and Wagner's research is that it uses character education studies. The difference lies in the analyzed 5 data sources. Ruch and Wagner's research used data in the form of students in the classroom, this study used textbooks.

[14] studied "The Values of Character Education in Indonesian Language and Literature Creative Book Teaching Materials for Junior High School grade VII Published by Ganeca". Rahayu's research discusses the characteristics of presenting the content of book teaching materials and exploring the content of character education values in creative book teaching materials in Indonesian language and literature. The similarity of Rahayu's research with this research is using textbooks as the object.

[11] from Syarif Hidayatullah State Islamic University Jakarta investigated Character Value Content in the Grade X Curriculum 2013 Indonesian Textbook. This study aims to

describe the content of character values contained in the Indonesian textbook curriculum 2013 for grade X. The source of data in this study is Indonesian textbook entitled *Self-Expression and Academics for Senior High School or Vocational High School grade X curriculum 2013* published by the Ministry of Education and Culture. The results of this study show that the character values contained in the Indonesian package book of *Self-Expression and Academics for Senior High School or Vocational High School grade X curriculum 2013* published by the Ministry of Education and Culture, include: religious character values, honesty, tolerance, discipline, hard work, independent creative, democratic, curiosity, spirit of nationalism or nationalism, love of the homeland, respect for achievements, friendly or communicative, peace-loving, fond of reading, environmental care, social care, and responsibility.

There are three problem formulations which will be discussed or studied in this study. 1. What is the content of responsibility contained in the Indonesian textbook grade XI Curriculum 2013? 2. What is the independent content contained in the Indonesian textbook grade XI Curriculum 2013? 3. How is the implementation of responsibility and independence character values in the Indonesian textbook 2013 Curriculum grade XI?

There are three research objectives to be achieved in this study. 1. Examine the content of responsibilities contained in the Indonesian textbook grade XI Curriculum 2013. 2. Review the independent content contained in the Indonesian textbook grade XI Curriculum 2013. 3. Knowing the implementation of the character values of responsibility and independence in the Indonesian textbook Curriculum 2013 grade XI.

2 Method

The type and design of this study is descriptive qualitative which aims to describe words and sentences that contain the character of responsibility and independent content in the Indonesian textbook grade XI Curriculum 2013. A qualitative approach is a research procedure that uses descriptive data in the form of written or spoken words from observable people and actors. Qualitative research is used to understand the problems or phenomena experienced or carried out [15]. This research data is the teaching material of the Indonesian language textbook grade XI Curriculum 2013 which contains the character of Responsibility and independence, which is in the form of vocabulary in the textbook Indonesian grade XI Curriculum 2013 which is considered to be included as charged with the character of responsibility and independence. Research data are in the form of words or sentences that contain questions or statements in the textbook. The source of data used in this study is the Indonesian textbook grade XI Curriculum 2013. The data collection technique in this study is a documentation study, namely the Indonesian textbook document grade XI Curriculum 2013. The document studied in this study is an official document issued by the Ministry of Education and Culture in the form of an Indonesian language textbook grade XI Curriculum 2013.

Data analysis using content analysis. The use of content analysis, preceded by conducting an analysis of the terms or use of relevant words and sentences, appears most in the medium of communication. The first step in content analysis is that there must be observable communication phenomena, in the sense that the researcher must first be able to formulate exactly what is being studied and all actions must be based on those

objectives. The technique of a content analysis is used to reveal the content of character values in the Indonesian textbooks for grade XI 2013 Curriculum. Here are the steps the authors use in data retrieval, as follows: a) The author determines the student book that will be used as the object of research, namely the Indonesian textbook published by the Ministry of Education and Culture. b) The note-reading technique is carried out to obtain data in the Indonesian textbooks grade XI 2013 Curriculum. This technique is carried out by reading and recording the values of responsibility and independent character contained in the student book of the specified Indonesian course. c) Content analysis techniques are carried out to describe the character values contained in the Indonesian textbooks grade XI Curriculum 2013. The data used in this study is triangulation theory. Triangulation theory is to decipher patterns, relationships and include explanations that arise from the analysis in search of themes or comparative explanations. Inductively, it is carried out by including other ways to organize data that are carried out by thinking about logical possibilities by seeing whether the possibilities can be supported by other data.

3 Result and Discussion

The character values of responsibility and independence are almost widely found in Indonesian textbooks especially Vocational High School grade XI. Character of responsibility according to Muhafarrohah, namely the attitudes and behaviors of a person in carrying out their duties and obligations, both related to themselves, social, society, nation, state, and religion. Whereas self-contained character according to the great dictionary Indonesian defines self-reliance as a state of being able to stand alone; not dependent on others. The attitude of independence that exists in students will have an impact on changing attitudes, behaviors, and personalities that are in accordance with demands and needs based on religion [16]. The value of independent character in formation requires effort so that students can have knowledge of the character of independence, attitudes of independence, and display of self-reliance behavior. Independence and responsibility are inseparable, because the characteristics of an independent person are a responsible person [17]. The high independent character is due to the independent character education instilled by the teacher so that the students themselves always do assignments/exams independently without the help of others. Likewise, in overcoming problems, especially learning problems, it will be done or solved by yourself if it can still be done by yourself [18]. In this study, the data source used was Indonesian textbooks 2013 curriculum.

3.1 Responsibility Content

The character of responsibility in the 2013 curriculum Indonesian textbook used by grade XI students is in the form of carrying out religious orders, doing tasks, protecting the environment, interacting with courtesy and courtesy, doing something right, and being a good citizen. Responsibility character education can be done with various strategies, especially in learning. The following study focuses on several studies on strategies in character education in learning [19]. This is a responsibility that must be carried out by students in everyday life. Defines responsibility as a substance that is nature, meaning a

character that naturally becomes a part of man. In addition, as good citizens, students must also maintain Indonesian traditions, defend justice and eliminate domestic violations, and use good and correct language. Then, being responsible in the form of doing something appears in the texts “Job Interview Tips”, “Keep Your Spirit On Monday”, and “How to Turn On the Computer”. The following data were obtained.

In textbooks, there is a lot of character responsibility, both in the field of language and literature. Text containing the responsibility character in the form of an introduction to the text. Short story texts, report texts, explanatory texts, speech or lecture texts, and drama texts. The finding of the character charge of responsibility as said Hasan. [13] states that responsibility is the attitude and behavior of a person to carry out his duties and obligations, which should be carried out, towards oneself, society, the environment (natural, social and cultural), the state and God Almighty. The attitude of responsibility in its implementation without any laziness, fear or embarrassment to carry out the responsibilities that we will do [20]. Responsibility is an essential character in human life.

Data 1

“Before use this computer, it must be operated first. In the operation of the computer, We must follow every procedure how to turn on the computer correctly”.

The content of the answer character in Data 1 is found in the text How to turn on the computer in the form of emphasizing the sentence “We must follow every procedure how to turn on the computer correctly”. It is a form of responsibility in the form of carrying out something [21]. In [11], Creating learners into responsible people must start with assigning seemingly both in the field of language and literature. Text containing the responsibility character in the form of an introduction to the text. Short story texts, report texts, explanatory texts, speech or lecture texts, and drama texts. The finding of the character charge of responsibility as said Hasan. [13] states that responsibility is the attitude and behavior of a person to carry out his duties and obligations, which should be carried out, towards oneself, society, the environment (natural, social and cultural), the state and God Almighty. The attitude of responsibility in its implementation without any laziness, fear or embarrassment to carry out the responsibilities that we will do [20]. Responsibility is an essential character in human life (Table 1).

Data 2

“In order to be easily understood by the speech partner, we must speak clearly, try not to speak too fast or slow, also set the voice so that it is clearly audible”.

The content of the data on the character of the answer in Data 2 is found in the text of the working tips in the form of the sentence “To be easily understood by the speech partner, we must speak clearly, try not to speak too fast or slow, also set the voice so that it is clearly audible”. It is a form of responsibility to interact politely and politely to someone.

Data 3

“Think about putting the work that is the priority of the day first, this means that we have to be good at determining what work really needs to be done that day.”

Table 1. Responsibility Content

No	Charge	Data
1.	Self-responsibility	“We must follow each procedure how to turn on the computer correctly”
2.	Social responsibility	“In order to be easily understood by the speech partner, we must speak clearly, try not to speak too fast or slow, also set the voice so that it is clearly audible”
3.	Self-responsibility	“Think about putting the work that is the priority of the day first, this means that we have to be good at determining what work really needs to be done that day.”
4.	Community responsibility	“People are demonstrating because they need recognition from the government or other parties so that their rights and existence are recognized”.
5.	Community responsibility	“They know their rights, understand that there has been abuse and arbitrariness”.
6.	Responsibility of the nation and state	“As the provisions of the KMB (Round Table Conference) results, Indonesia must bear the burden of foreign and domestic debt”.
7.	Community responsibility	“I have. And he left a message to buy a shroud for the seven-layer grandfather”.
8.	Self-responsibility	“That’s why. Write down the personnel who can be relied upon to do the work that followed”.
9.	Self-responsibility	“Besides avoiding futile duplication, this step will also provide a clearer perspective on the nature and usefulness of the research in the development of science as a whole”.
10.	Self-responsibility	“In reviewing a book, it must be objective, according to the quality of the content of the book”.

The character content in Data 3 is found in Monday’s text of the emphasis on the sentence “Think about putting the work that is the priority of the day, this means that we must be good at determining what is the work that really needs to be done that day”. It is a form of responsibility in the form of doing work earnestly and responsibly completing the work that is a priority.

Data 4

“People are demonstrating because they need recognition from the government or other parties so that their rights and existence are recognized”.

The character content in Data 4 is found in the text of the mass demonstration in the form of the sentence “People demonstrate because they need recognition from the government or other parties in order for their rights and existence to be recognized.”. It is a form of responsibility as a citizen to be a citizen who loves and defends the State.

Data 5

“However, this phenomenon is more caused by the critical thinking ability of the community. They know their rights, understand that there has been a violation and arbitrariness”.

The character content in Data 5 is found in “They know their rights, understand that there has been a violation and arbitrariness”. The text shows a form of responsibility for their understanding of the rights and violations they are aware of.

Data 6

“After the recognition of sovereignty on December 27, 1949, the Indonesian nation bore the economic and financial burden. As a provision of the KMB (Round Table Conference) results, Indonesia must bear the burden of foreign and domestic debt”.

The content of the responsibility character in Data 6 is found in “As the provisions of the KMB (Round Table Conference) results, Indonesia must bear the burden of foreign and domestic debt”. The fragment of the sentence is charged with the character of responsibility on the emphasis of the word bear, from the word can explain that as a result of the provisions agreed upon the Indonesian subject is responsible for the burden borne.

Data 7

“I have. And he left a message to buy a shroud for the seven-layer grandfather. And now, my question of losing my mind is really hearing all the events by the slightest irresponsible deeds of ajo sidi.”.

The content of the characters in Data 7 was found to be the text of the short story “the collapse of our mane”. The character content of the responsibility in the text of the short story is on the fragment of the dialogue sentence “already. And he left a message to buy a shroud for the seven-layer grandfather”. The character value of responsibility is also in the emphasis of the sentence “even the slightest irresponsibility”. The content of the character means the disposition in the attitude carried out and responsible for the message that has been conveyed.

Data 8

“That’s why. Write down the personnel who can be relied upon to do the work that followed.”.

The payload of the responsible character in Data 8 is found in “Therefore. Write down the personnel who can be relied upon to do the work that followed”. The form of the character charge of responsibility is seen in the emphasis of reliable sentences. From this fragment of the sentence, it can be explained that in doing something, you must be

responsible for the writing that was made with good reason and if in writing taking data from a source, it must be accountable for its authenticity.

Data 9

“Besides avoiding futile duplication, this step will also provide a clearer perspective on the nature and usefulness of the research in the development of science as a whole”.

The content of the characters in Data 9 is found in “Besides avoiding futile duplication, this step will also provide a clearer perspective on the nature and usefulness of the research in the development of science as a whole”. In this sentence, the content of the responsibility character focuses on the sentence avoiding duplication. Here as a writer must be responsible for the writing made to a minimum should avoid duplication or taking writing from others.

Data 10

“In reviewing a book, it must be objective, according to the quality of the content of the book”.

The content of the characters in Data 10 is found in “In reviewing a book, it must be objective, according to the quality of the content of the book.” The emphasis of sentences that are charged with the character of responsibility is that it must be objective, according to quality. The intention in the sentence in reviewing a book must pay attention to and pay attention to various things in the book, so that the review process is responsible for the objectivity and quality of a book to the review.

3.2 Independent Character

The independent character in Indonesian textbook 2013 curriculum used by grade XI students is in the form of having the ability to start something in everything, the ability to complete their responsibilities in a timely manner without the help of others, Initiative to start something new, tendency in taking a stand, is also demonstrated by work ethic or hard work, toughness, endurance, fighting power, professional, creative, courage, and being a lifelong learner. Exposure by [22] that self-reliance will be formed by having a sense of responsibility full of confidence in oneself as well as firmness of stance and daring to be responsible. It can be known that student activity is very decisive also on the character of students, especially the character of independence [23]. Students independently complete the tasks contained in the book, develop answers to the questions in the book with their own minds, as well as various forms of independence in home and social life listed in the text in the Indonesian textbook grade XI Curriculum 2013. The following is a description of the data collected (Table 2).

Independent character content is often found in Indonesian textbooks, especially in the 2013 curriculum book. The most commonly encountered are individual assignment sentences and thinking development, because the 2013 curriculum system itself prioritizes shiva's independence in learning and doing assignments. In education and in learning, students are required to have independent behaviour because having an independent attitude is one of the learning objectives [7] In addition, also the content of standalone characters is inserted in the text of short stories, text of procedures, text of reports and text of drama. As explained by [2] The character of independence to build

Table 2. Independent Content

No	Charge	Data
111.	Independent thinking	“Showing a personal impression of one of the scientific books read in explanatory form”
122.	Independent thinking	“Summarize in your opinion so that you understand the meaning of the steps”
133.	Independent thinking	“Producing explanatory texts, writing explanatory texts based on structure and language”
144.	Independent behavior	“By speaking, we will share the knowledge of what we are good at”
155.	Independent behavior	“From my youth I was here, wasn't I? I don't remember having a wife, having kids, having a family like those other people.”.
166.	Independent thinking	“Another thing that writers need to avoid is choosing words and expressions that are not quite right according to the context”.
177.	Independent thinking	“Based on the above understanding, a researcher must also look at the various implications caused by the conclusions of the study”.
188.	Independent thinking	“In concluding a review, it is necessary to master or certain techniques, for example mastering the content of a book, having analytical power, and mastering the theory of the book being reviewed”.
199.	Independent Behavior	“During the time we went on duty, there have been many changes in the legitimate way. We will adjust to these changes”.
2010.	Emotional independence	“Thus, to write it down, we can also start from the behavior that we usually experience or we witness ourselves”.

independence in oneself is carried out through independent learning, self-regulation, time management. Independence in the learning process Teachers use assignment strategies that demand to independently utilize learning resources, make learning contracts, and integrate independence character education in the teaching and learning process in the classroom.

Data 11

“Showing a personal impression of one of the scientific books read in explanatory form”.

The content of the Independence character in Data 11 is contained in the sentence “Showing a personal impression of one of the scientific books read in explanatory form”. In this sentence, it has an independent character content, namely students are expected to

be able to explore their ability to provide comments and responses individually without involving the thoughts of others.

Data 12

“Summarize in your opinion so that you understand the meaning of the steps”.

The content of the Independence character in Data 12 is shown with the sentence “Summarize in your opinion so that you understand the meaning of these steps”. In this sentence, it contains the value of independent character, namely so that students can develop something in the form of a sentence conclusion based on their own thoughts, this character becomes a form of independence of thinking.

Data 13

“Producing explanatory texts, writing explanatory texts based on structure and language”.

The content of the Independent character in Data 13 is found in the sentence “Producing explanatory text, writing explanatory text based on structure and language”. The sentence contains the value of mandiri character, namely so that students are able to take the initiative by making something new but still pay attention to the rules set in the example sentence.

Data 14

“By speaking, we will share the knowledge of what we are powerful”.

The content of the Independent character in Data 14 is shown by the sentence “By speaking, we will share the knowledge of what we are good at”. In this sentence, it has an independent character content, namely learning in order to master information and knowledge, not only can receive information or knowledge but also can convey information and knowledge independently as well.

Data 15

“From my youth I was here, wasn't I? I don't remember having a wife, having kids, having a family like those other people.”.

The content of the Standalone character in Data 15 was found to be the text of the short story “the collapse of our surau”. The value of independent character is found in the sentence of the dialogue fragment “From my youth I was here, wasn't it? I don't remember having a wife, having kids, having a family like those other people”. This fragment of dialogue shows independence by living in solitude and taking care of everything alone without other people.

Data 16

“Another thing that writers need to avoid is choosing words and expressions that are not quite right according to the context”.

The content of the Independent character in Data 16 is found in the sentence “Another thing the author needs to avoid is to choose words and expressions that are not quite right

according to the context". The independence in the text is in the process of examining the choice of words to be used.

Data 17

"Based on the above understanding, a researcher must also look at the various implications caused by the conclusions of the study".

The content of the Independent character in Data 17 is found in the sentence "Based on the above understanding, a researcher must also look at the various implications caused by the conclusion of the study". Independence in the text is found in the sentence suppression must also look at the various implications of the sentence can be taken the meaning of independence thinking that being a researcher must also look at the various sides studied, not only focused on one reference.

Data 18

"In concluding a review, it is necessary to master or certain techniques, such as mastering the content of the book, having analytical power, and mastering the theory of the book being reviewed".

The content of the Independent character in Data 18 is found in the sentence "In concluding a reviewer needs mastery or certain techniques, for example mastering the content of a book, having analytical power, and mastering the theory of the book being reviewed". In this sentence, it contains the character of independence of thinking because being a researcher must master certain techniques.

Data 19

"During the time we went on duty, there have been many changes in the legitimate way. We will adjust to these changes".

The standalone character content in Data 19 is found in a fragment of the dialogue in the form of the sentence "During the time we went on duty, there have been many changes in the legitimate way. We will adjust to these changes". In that sentence the self-contained content is in the emphasis of the sentence we will adjust to this change. This character is in the form of social independence, wherever we are we must be able to adjust to all the rules and social systems in that place.

Data 20

"Thus, to write it down, we can also start from the behavior that we usually experience or we witness ourselves".

The content of the Independent character in Data 20 is found in the sentence "Thus, to write it down, we can also start from the behavior that we usually experience or we witness ourselves". The independent character in this fragment of the sentence is that independently in making a writing can be started by telling things experienced in real life that happen around oneself.

3.3 Implementation of Responsibility and Independent Character

Implementation of responsibility and independent character content in Indonesian textbooks grade XI Curriculum 2013 towards the formation of student character. In implementing the value of responsibility and independent character in students, there are

several ways to have an impact both in implementing the character value of responsibility and independence in students, teachers provide contextual examples, media use, learning through motivational and exemplary stories. The expected character values have not been fully implemented by the teacher, there are students who come to school late, in following the learning process, students are felt to lack focus, student responsibility attitudes that are felt to not fully exist, not yet the maximum independent attitude embedded in students, some students still have poor character, such as lack of student responsibility with what to do as a student [24]. In the context of this research, the media used is the Indonesian textbook grade XI Curriculum 2013.

Characters related to oneself are responsible and independent. These characters are very important to integrate because they will make students have good moral qualities. Learners who are honest, responsible, hard work, and disciplined will certainly make themselves trusted and accepted in social life. Especially if students also have a creative character, are independent, have broad insights, and think critically, they will certainly be liked by others so that they become more value for themselves. This is a good provision for students to live in the community. Seeing that character values can be integrated in learning activities, the role of Indonesian lessons in shaping the character of students becomes very important. The value of character education in textbooks is like a trivial one, but if researched and discussed in depth, the value of character in textbooks can also train readers, especially students, to get used to good attitudes and character in everyday life. Slowly the character will be embedded in the learners, so that it can be applied and developed into an educational model in everyday life [25].

In this case, the value of character in Indonesian learning activity can be attributed to the four language skills. The results showed that in the Indonesian textbooks for grade XI, there are activities that direct students to listen to lecture and read books. Listening and reading books is a form of integration of the character values of curiosity and love to read in learning activities. Efforts to build the character of Indonesian textbooks grade XI Curriculum 2013 can develop speaking and writing skills found in learning activities when discussing, presenting, and expressing opinions. This is a form of communicative character and also confident. Then, writing skills are also found in learning activities, namely writing a text of one's own work. This is a form of creative, honest, and independent character.

4 Conclusion

Based on the results and discussion, it can be concluded that the content of the responsible and independent character contained in the Indonesian textbook 2013 Curriculum for grade XI is in accordance with the guidelines Strengthening Education Character and the Ministry of Education and Culture. The character values that appear are the most responsible. Meanwhile, the value of independent character is not predominantly found in this textbook. The content of the values of the responsible and independent character in the Indonesian textbooks grade XI curriculum 2013 is fairly evenly distributed. The distribution of characters is carried out by integrating into learning materials, showing character values through stories or text samples, and practicing them in independent and group learning activities. In an effort to implement textbooks towards the formation of the

character of responsibility and independence the value of the character that is loaded is not only related to oneself, but also relates to others. In living life, of course, you will be faced with various problems. Students must have the values of democratic character, tolerance, and peace-loving so that problems can be resolved properly. In this case learners are refracted to respect each other, be unselfish, not envy, and not be arbitrary with others. A person who has good character will certainly treat the surrounding environment well anyway.

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