

Analysis of Character Education Values in 4th Grade Student Thematic Books in the 2013 Curriculum

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Abstract

This study aimed to analyze the values of character education in the thematic books of 4th-grade Curriculum 2013 students. Textbooks or teaching materials are among the most important learning tools in stimulating, advancing, educating, and improving the nation's welfare and having a meaningful role in student achievement. The importance of teaching materials as a medium for internalizing educational values, teaching materials should be packaged based on character education. The research was conducted at SDN Tanah Tinggi 7 Tangerang City in the 4th-grade skills. The method used is qualitative research. The data source used was the thematic book of the 2013 curriculum for the 4th-grade students. The data were obtained using content review techniques, observation, and interviews. Data analysis is done by using content analysis systematically on the thematic books being studied. The results showed that half of the 4th grade have loaded character values contracted in the 2013 curriculum. Values curriculum most common character is the character value friendly, communicative and likes to read. Meanwhile, the least character value found was the character value of the national spirit

Abstrak

Tujuan penelitian ini untuk menganalisis nilai-nilai pendidikan karakter pada buku tematik siswa Kurikulum 2013 Kelas IV. Buku teks atau bahan ajar merupakan salah satu perangkat pembelajaran yang sangat penting dalam memacu, memajukan, mencerdaskan, dan menyejahterakan bangsa dan berperan secara maknawi dalam prestasi siswa. Mengingat pentingnya bahan ajar sebagai media internalisasi nilai-nilai pendidikan, seyogyanya bahan ajar dikemas dengan berbasis pendidikan karakter. Penelitian dilakukan di SDN Tanah Tinggi 7 Kota Tangerang di kelas IV. Metode yang digunakan adalah penelitian kualitatif. Sumber data yang digunakan yakni buku tematik siswa kurikulum 2013 kelas IV semester 1. Data diperoleh dengan menggunakan teknik kajian isi, observasi dan wawancara. Analisis data dengan menggunakan analisis isi secara sistematis terhadap buku tematik yang menjadi kajian. Hasil penelitian menunjukkan bahwa Buku Siswa Kelas IV semester 1 telah memuat nilai-nilai karakter yang dikontraskan pada kurikulum 2013. Nilai karakter yang paling banyak ditemukan ialah nilai karakter bersahabat, komunikatif dan gemar membaca. Sedangkan nilai

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karakter yang paling sedikit ditemukan yaitu nilai karakter semangat kebangsaan.

INTRODUCTION

Education with moral values is shifted to teaching knowledge. It is what triggers rampant moral shifts that occur among students. The Indonesian Child Protection Commission in the Jakarta, Bogor, Depok, Tangerang, and Bekasi (Jabodetabek) areas informed about brawls. The number of brawls in 2012 had reached 103 cases, with 17 children dying. The commission mention brawl case in Indonesia increased by 1.1 percent during 2018 (Firmansyah, 2018). The nation's moral decline, character education was implemented as well as curative to preventive efforts to address the moral problems including learning through character education.

Character education is an effort to cultivate intelligence in thinking, appreciation in attitudes, and experiences in behavior by the noble values that become their identity manifested in interactions with God, themselves, among others, and their environment. Character education includes three main elements, knowing the good, desiring the good, and doing the good (Lickona, 2009). Another opinion is that character education is a national movement in creating schools to develop students in ethics, responsibility, and concern by applying and teaching good characters through emphasizing universal values (Yaumi, 2014). Character education has the same essence and meaning as moral education and moral education. The aim is to establish the child's personality as a good human being, citizen, and good citizen (Majid, 2013). Character education has a vital role in building good human beings. Therefore character education becomes a topic that is necessary and important to familiarize individuals.

The criteria for good men, good citizens, and good citizens for a community or nation, in general, is specific social value, which is influenced by the culture of the people and nation (Beugelsdijk & Welzel, 2018; Puntaswari & Mukminan, 2020; Sim et al., 2017). Therefore, character education in the context of education in Indonesia is the value of education, namely education noble values sourced from Indonesian culture itself, develop young people's personalities (Nugraheni, 2012). Character education has the same meaning as moral education, which is useful in shaping the child's personality to become a good person and behave by the cultural values of the Indonesian nation. Based on the experts' definitions regarding character education above, it can be concluded that character education is all efforts made seriously in the form of a transformation of social and cultural ethical values that are grown and developed in personality to form behavior that aims to educate children. The people can make a positive contribution to the environment. Therefore, an in-depth analysis of the value of character education displayed in thematic books in elementary schools needs to be analyzed.

The importance of character education is contained in learning in traditional schools so that students can develop the essential potential of good character, including having a good heart, thinking, and behaving well (Baharun, 2017; Saihu & Umar, 2021; Sari et al., 2020; Suyatno et al., 2019). If someone has a good heart, good thoughts, and good behavior, someone will be more respected because they want to respect others. One component of the study is the textbook used by teachers and students. This textbook must integrate learning materials with character education values.

Teaching materials used in learning with the application of the 2013 curriculum are thematic books. There are two types of thematic books in the 2013 curriculum, namely teacher books and student books. The teacher's book is used as a teacher's guide in implementing classroom learning. Student books are guidebooks as well as activity books that will make it easier for students to be actively involved in learning. The efforts to implement character education in teaching must be designed from the planning, implementation, and evaluation. The values of character education that will be achieved in the learning process can be supported by material conveyed by the teacher through teaching materials. In this study, the thematic books used as data sources are students'

thematic books. The student book is equipped with a more detailed explanation of the contents and use of the book as outlined in the Teacher Book. For example, it looks different from the teaching materials used previously. In this student thematic book, several subjects are integrated into a theme. A theme is further divided into several sub-themes in which there is a combination of several subjects. Therefore, descriptive analysis research was conducted on the values of character education in the thematic books of the fourth-grade students of the 2013 curriculum.

Previous research shows the distribution of character values from PAI elementary school books from 1-6 grades. It was noted that creative values are the most frequently studied character values. Besides that, other character values include hard work, curiosity, social care, honesty, and other character values (Zainuddin, 2016). The integration of character values in the basic competence subjects Pkn 4th grade of Elementary School, there is value character think positive, work ethics (the ethos of learning), self-control, selective, religious, courtesy, cooperation, responsibility, discipline, and honesty (Zainuddin, 2016). Other research by Latifatul Chabibah (2016) analyzed the content of Character Values in the 4th grade of Elementary School Student Book. It contained new character values, namely wise character, understanding life, being assertive, fair, humble, confident, and understanding oneself. Previous research has shown that there are already teaching materials books that contain character values. However, no one has specifically analyzed the values of character education in the thematic book of curriculum 2013 (Zainuddin, 2016). This research is vital because character education is the main issue in building good human beings. Therefore an analysis of character education needs to be carried out on thematic books in elementary schools.

METHODS

This research has used a qualitative approach that describes the actual state of the object phenomenon under study. The qualitative research paradigm is based on positivism, used to examine the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument. Data collection techniques have been carried out by triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization (Zainuddin, 2016). Qualitative research is carried out on natural objects, namely objects that develop as they are, are not manipulated by researchers, and the presence of researchers and researchers' presence of these objects. This study uses a qualitative approach with content analysis research methods. Content analysis is defined as studying and analyzing communication systematically, objectively, and quantitatively to visible messages.

The research was conducted at SDN Tanah Tinggi 7 Tangerang, where this school has used the 2013 curriculum for 4th grade. The method has been used to implement thematic learning and use thematic teaching materials published by the Center for Research and Development of Curriculum, Kemdikbud.

FINDINGS AND DISCUSSION

Analysis of the 2013 Curriculum Textbooks

Curriculum changes have been initiated in analyzing the teaching materials used in implementing the 2013 curriculum. In addition, it raises questions regarding the effectiveness of integrating the competency-based curriculum with the character-based curriculum (competency and based character curriculum). It is necessary to explore the impact of implementing competency and character-based curriculum on students so that they have attitudes and abilities by the demands of the times and the demands of technology (Muslimat et al., 2021; Nainggolan et al., 2020).

The 2013 curriculum is a follow-up to the competency-based curriculum (KBK) that was piloted in 2004. The 2013 curriculum emphasizes character education, especially at the primary level, which will become the foundation for the next level. Character education in the 2013 curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of character and noble character of students as a whole, integrated and balanced according to the competency standards of graduates in each academic unit. By implementing the 2013

curriculum, it is hoped that students will be able to independently increase and use their knowledge. The students study the values of noble character and morals so that they are manifested in daily behavior (Mulyasa, 2017).

The number of points in the value of character education is expected to be contained in a teaching material in a thematic book used. In thematic books, character education values are expected to apply and become children with good character. Insufficient knowledge of character education by teachers is one factor for the lack of knowledge about character education. The teacher only teaches students through the teaching materials provided by the publisher without knowing whether there is character education value contained in the thematic book.

The results of an interview conducted with one of the 4th-grade teachers at SDN Tanah Tinggi 7 Tangerang can be concluded that there is not much explanation about the material in the students' thematic books, which is why the values of character education are not clearly illustrated. With the use of thematic books, students must be more thinking and active in solving problems alone. Students are more often asked to provide an explanation or explanation of a topic being discussed. In the curriculum of 2013, there are six subjects taught in 1st-3rd class, namely Religion, Pancasila and Citizenship Education, Indonesian, Mathematics, Arts and crafts, Physical Education, Sport and Health. Meanwhile, science and social studies for the 1st-3rd grade are integrated into other subjects. There are differences between the 2006 thematic books and the 2013 thematic books. In the 2006 thematic books, content standards are formulated based on subject objectives detailed into Competency Standards and Basic Competencies for subjects.

Meanwhile, in the 2013 thematic book, the content standard is derived from the Competency Standards for Graduates through Core Competencies which are subject-free. As the final childhood, the primary school age lasts from age six to roughly eleven or twelve years of age. These school-age children have different characteristics from younger children. They like to play, move, work in groups, and feel or do something directly. At the age of elementary school children, prefer to do things directly and tend to be active in carrying out various activities that use their motoric movements. During elementary school age, children feel happy in associating with their peers, including collaborating in groups. Children can react to intellectual stimuli or carry out learning tasks that require intellectual or cognitive abilities (such as reading, writing, and counting) at elementary school age. In terms of cognitive development aspects, according to Piaget, this time is at the stage of concrete operations, which is characterized by the ability (1) to classify (classify) objects based on the same characteristics; (2) arranging or associating (connecting or counting) numbers or numbers; (3) solving problems (problem-solving) is simple (Lockwood et al., 2018; Yusuf & MS, 2011). Elementary school-age children have developed towards concrete and rational thinking, unlike the preschool or kindergarten age whose thinking power is still imaginative, wishful, or imaginary.

The conclusion is that the characteristics of elementary school-age children are at a concrete operational stage. Children and think logically about concrete events at elementary school age and classify objects into different forms. Then the elementary age children have characteristics such as like to play, move, and work in groups, and enjoying feeling or doing something directly

The content of character education values in the 2013 curriculum thematic book

Based on the observations, SD Negeri Tanah Tinggi 7 Tangerang has used a curriculum under its grade level, namely the 2013 Curriculum for 1st, 2nd, 4th and 5th grades. Whereas for 3rd and 6th, it uses the Education Unit Level Curriculum (KTSP). Then the teaching materials used by the class that the researcher uses as a research class, namely 4th grades, are teaching materials in the form of thematic books by the curriculum used, namely the 2013 curriculum.

In addition, the research focuses on the results of observational data regarding the value of character education. Researchers found that character education values are applied in teaching and learning activities and are sourced from the teaching materials used. The examples of character

values applied in the learning process originating from teaching materials are 65 activities to create from predetermined materials found in the let's be creative in thematic books. The activities constitute the value of creative character. The character value is developed by conducting an experiment or creating, such as making a collage, montage, etc. The value of the other characters is applied in a school environment that is like the value of a religious character, where students regularly perform worship midday and Asr prayers at the small mosque school. Then do the activities Tadarus and Duha prayer every Friday morning jointly in the schoolyard. Values of other characters shown in the learning process that comes from teaching material that is friendly or communicative character values with the indicators are glad to cooperate with others. Value characters friendly or communicative familiarized with how to collaborate or conduct discussions with their friends. It is done by arranging the seating position in a group. Then the teacher also develops the character value of students' curiosity by doing learning outside the classroom. For example, when students learn about energy in the schoolyard, these activities are carried out outside the classroom so that students can observe energy directly

The thematic book SD Negeri Tanah Tinggi 7 Tangerang is issued by the Government and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture. This thematic book is a textbook or teaching material adapted to the curriculum used by the school. Where the curriculum used is the 2013 curriculum. The 2013 curriculum is a curriculum that emphasizes character education, especially at the basic level, which is used as the foundation for the next level. It is necessary to know whether the teaching materials used in the fourth-grade students the first semester contain the values of character education that the curriculum center has issued.

Based on the results of the analysis of the thematic books of the fourth-grade students of the first semester published by the Center for Curriculum and Book of Research and Development, the Ministry of Education and Culture, the inculcation of character education values are by Permendikbud No. 21 of 2016 on Curriculum Content Standards 2013 for elementary schools. Teaching materials should contain the values that apply in the local community. The book that develops character values is in the learning material section and learning activities in the form of material, pictures, work instructions, questions, and group activities. The development of these character values is adjusted to the content knowledge and skills provided (Farikah, 2019; Lavasani & Khandan, 2011; Nelson & Tarabochia, 2018; Sopacua et al., 2020). In thematic books, the first semester of the fourth-grade students is some of the values of each character contained his themes ranging from one theme to the fifth theme. The character values contained were quite diverse and varied. For example, the value of religious character is found in themes 1st, 4th and 5th. At the same time, themes 2nd and 3rd are not found in the value of religious character. The theme that contains the most character values is the first theme, namely Beauty of Togetherness, with 17 character values and one character value that is not contained therein. This is because, on this theme, the material being discussed is about the diversity of cultures, races, ethnicities, religions in Indonesia. The character values contained can be scattered and found in several activities and materials. However, not all character values are contained in every theme. Several values are not found in the material, student activities, or activities, or the evaluation section. However, the percentage value of character found in first semester students' thematic books is friendly or communicative character values with a percentage value of 20%.

This character value is often found in the indicator of being happy to work with others. This suggests that many student activities require them to carry out learning activities simultaneously with their group of friends. The findings found by the researchers indicated that the values of friendly or communicative characters depicted many activities that reflected an attitude of working together with both with group friends and with parents at home in collaborative activities with parents. Line results of interviews conducted by the researchers in conjunction with the fourth-grade teachers who serve as research class for instructional materials used. The fourth-grade teacher explained that the contents contained in the thematic teaching materials more to cooperation activities with friends

such as discussion groups, and often conduct experiments according to the material contained in the materials. However, there are also character values found in many thematic books of grade IV students, namely the value of characters who love reading. The value of characters who like to read is found chiefly through data in the form of let's read activities, where every lesson in each sub-theme is loaded with let's read activities. Readings contained in the thematic book can be a story or materials on the theme being discussed. Likewise, with the results of interviews conducted by researchers with class teachers, it was stated that students always read the readings available in thematic books first every time learning took place. Then there is also a character value which is quite a percentage of findings among other character values, namely the character value of love for the country. This character value can be found in theme 1, namely the theme of Beauty of Togetherness. The theme contains many homelands love the character value with the data presented in a text or image discourse on culture in Indonesia. However, the value of 106 characters of love for the country is not visible in the ongoing learning but only appears in thematic books. Different things with two-character values are that previously had a percentage of the findings of a high enough value friendly or communicative character and the character values like reading. Both the value of the character is strengthened by the results of interviews conducted by researchers at the fourth-grade teacher who uses teaching materials thematic books.

Based on observations, the value of the characters being friendly or communicative and reading is also applied to the daily learning activities. Values friendly or communicative character is reinforced by the data on the observation that investigators found in the learning activities, students often conduct activities in cooperation with the group's friends. The most frequent activity is a discussion to answer a question on the evaluation of student thematic books. Then, friendly or communicative character values are also applied to learning by forming group sitting positions for grade IV students. This is by the characteristics of elementary school students in the fourth grade who like to hang out and collaborate with their friends. The character values other than those mentioned above with the example of the character values most and the least amount of data the result of its findings. The researchers found some cargo found on thematic books. Despite the findings in thematic books a little, researchers feel it is good enough because the character values are scattered on different themes and each character's indicator value. By discovering character values in this student book, it is necessary to focus on educators to familiarize character education in the learning process in the classroom (Dishon & Goodman, 2017; Handayani Tyas & Naibaho, 2020; Hermino & Arifin, 2020; Watson, 2019).

CONCLUSION

The values of character education are contained in the thematic books of fourth grade. Character values found in all themes are creative character, curiosity, love for the country, friendly or communicative, fond of reading, and caring for the environment. This character value is contained in all themes with various findings data. For example, it can be found in discourse data, reading texts, materials, pictures, and the evaluation section. The six-character values have character values with the highest percentage, namely friendly or communicative character values, and fond of reading with a percentage of the results of data findings as much as 20% of the 18 existing character values. The character value was reinforced premises interviews with the fourth-grade teacher and also the results of observation. The most negligible character value found in thematic books is the character value of the national spirit. The theme being discussed is related to the spirit of nationality, but unfortunately, this character value is not found in other themes. Values such as religious character, honesty, tolerance, discipline, hard work, self-democracy, excellence, love of peace, social care, and responsibility are already contained in the thematic book 4th grade on first semesters. Nevertheless, these values are not commonly found in each of its themes. There is also a semester in student teaching materials thematic books there are some themes that do not contain the character value. In

the results of this study, the researcher concluded that the 18 character values published according to the curriculum center were quite well distributed even though some values were found with a few presents. However, in the five themes in the thematic books of fourth first semester students, there is no single character value that is not contained in the five themes. Hopefully, the values contained in character education in textbooks can shape students' personalities to become good individuals, citizens, and citizens. Further research needs to be developed to analyze the implementation of character education which students directly apply

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